

THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.

VOLUME XLVI., No. 11.
\$4.50 A YEAR; 6 CENTS A COPY.

MARCH 18, 1893.

61 East Ninth St., New York.
152 Wabash Ave., Chicago, Ill.

NEW ARITHMETICS

Milne's Elements of Arithmetic, 12mo, cloth, 240 pages, - - 30 cents

Just issued, completing Milne's New Series. It is a natural, progressive, logical, and eminently practical work, and the best introduction published to the author's Standard Arithmetic.

Milne's Standard Arithmetic, 12mo, cloth, 438 pages, - - 65 cents

A philosophical, original, and thoroughly modern work designed to meet the demands of the schools of the present day.

Robinson's New Primary Arithmetic. Boards, - - - 18 cents

Robinson's New Rudiments of Arithmetic. Cloth, - - 30 cents

Robinson's New Practical Arithmetic. Cloth, - - - 65 cents

A new series prepared to take the place of Robinson's Progressive Arithmetics so long known as the "Old Reliable." It contains all the merits of the Progressive Series with many improvements. It is confidently believed that these new books will be cordially welcomed by teachers and especially by those who are familiar with the earlier works.

Appletons' First Lessons in Arithmetic. Boards, 150 pages, 36 cents

The first book of Appletons' Standard Series—"Pupils attending to the agreeable methods pursued in these Lessons cannot fail to quickly learn to reckon rapidly and accurately."—*New York Observer*.

Bailey's American Mental Arithmetic. Cloth, 12mo, 160 pages, - - - 35 cents

A new advanced drill book. "We commend this volume to the teachers of the land."—*Presbyterian*.

Books sent prepaid on receipt of price. For description of the American standards in Arithmetic for schools, consult the Arithmetic Section of our Descriptive List which is sent free on request. "Educational Bulletin" of new books is also mailed free. Correspondence cordially invited.

AMERICAN BOOK COMPANY NEW YORK CHICAGO CINCINNATI BOSTON

THE NEW

Chambers's Encyclopædia

NOW COMPLETE.



As a work of ready reference for the student, as a handy book of facts and statistics in a business office or school room, as a guide in the home library,

Chambers's Encyclopædia
surpasses all others.

It is twenty years later than any of its competitors, and is really a **new work**. All the articles have been entirely rewritten or revised, and thousands of new ones incorporated. The type is clear and of a beautiful cut; the numerous illustrations are remarkably fine; and the maps show not only all the countries of the globe, but also all the States and territories of the United States.

In ten volumes. A valuable and extremely cheap set of books.

Price, per set, in cloth binding, \$30.00; sheep, \$40.00; half morocco, \$45.00

Twenty-four page illustrated circular sent to any address on application.

For sale by all booksellers, or will be sent by the Publishers, free of expense, on receipt of price.

J. B. LIPPINCOTT COMPANY,

Publishers,

715 and 717 Market Street,

PHILADELPHIA.

A PROFOUNDLY PHILOSOPHICAL APOTHEGM.

"It is better to be sure than to be sorry."

It is better to be sure you get Dixon's "American Graphite" pencils, than to be sorry when you find you have pencils with gritty or brittle leads. "Dixon's "American Graphite" pencils are made in 10 degrees of hardness, suitable for any class of work, and are unequaled for smooth, tough and uniform leads. Be sure you get them and you will not be sorry. If not familiar with them, mention N. Y. SCHOOL JOURNAL and send 16 cents for samples worth double the money.

JOSEPH DIXON CRUCIBLE CO., JERSEY CITY, N. J.

YALE
DESK.Bank, Church, School, Lodge, and Office
Furnishings.AMERICAN DESK & SEATING CO.,
270-272 WABASH AVE., CHICAGO, ILL.Alfred L. Robbins Co.,
Successors to Science Depart-
ment, National School Furn-
ishing Co., (Established 1871.)
179 & 181 Lake Street,
CHICAGO.Makers of High-Grade Science
Apparatus for Schools and
Colleges.Valveless Air Pumps, Double
Acting Static Electrical Ma-
chines, School Dynamo, Sol-
ar Microscopes, Electrical
Test Instruments and
Modern Educational
Appliances of all
kindsCatalogue and SPECIAL
NET PRICES on any thing
required in your work.

Mention THE SCHOOL JOURNAL.

GLOBES
MAPS
BLACKBOARDS
SCHOOL DESKSAll kinds of
School Supplies.Potter & Putnam
44 E. 14th St.,
New York.QUEEN & CO.,
(INCORPORATED)
PHILADELPHIA.Microscopes,
Magnifying Glasses,
Botanical Cases, Etc.Write for price list, mentioning school in which you
each. Special quotations will be made on quanti-
ties for school use.READERS will confer a favor by men-
tioning THE SCHOOL JOURNAL
when communicating with advertisers.BLACKBOARDS
CRAYONS
ERASERSGLOBES
MAPS
CHARTS

EVERYTHING FOR THE SCHOOLROOM

UNITED STATES SCHOOL FURNITURE CO.

74 FIFTH AVENUE
NEW YORK

SIDNEY OHIO

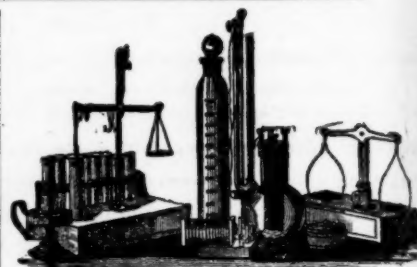
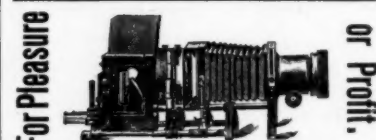
307-309 WABASH AVE.
CHICAGOPERFECT IN EVERY
ESSENTIAL
QUALITY

ASK YOUR STATIONER FOR THEM

Send 2 cent stamp for sample card
of School and Commercial Pens

ECLECTIC PEN CO.

100 William Street, New York.

The
Simplex PrinterA new invention for duplicating
copies of writings or drawings.From an original, on ordinary paper with
any pen, 100 Copies can be made. 50
copies of typewriter manuscripts produced
in 15 minutes. Send for circulars and sam-
ples. AGENTS WANTED.LAWTON & CO.,
20 VESEY ST., NEW YORK.BULLOCK & CRENSHAW,
538 ARCH STREET, PHILADELPHIA.
Manufacturers and Importers
CHEMICAL APPARATUS,
PURE CHEMICALS,
For Colleges and Schools.
ILLUSTRATED PRICED CATALOGUE
Furnished on application.CRITERION AND PARABOLON
MAGIC LANTERNS,
and Stereopticons, OIL, LIME, OR ELECTRIC LIGHT,
made by us, are simply perfect for PUBLIC or PRI-
VATE use. So are our Slides. We can fill the bill
from A to Z in apparatus, Views and Accessories.
Catalogues FREE. Mention this publication.J. B. Colt & Co. 16 Beekman St., 189 La Salle St.,
NEW YORK. CHICAGO, ILL.

LECTURERS

And all using the OPTICAL LANTERN
should be aware that with our

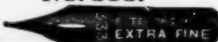
MULTIFOCAL ATTACHMENT

they require but one medium power objective to
make any size picture required, at any dis-
tance from the screen.

Satisfaction guaranteed. Send for circular to

J. W. QUEEN & CO., Philadelphia, Pa.
(Incorporated)BADGES and MEDALS of Gold or Silver
FOR GRADUATES OR
COMPETITION.TEACHERS find that there is no one article which can be offered
proving quite as stimulating as a medal for merit in any department of
school work. SCHOLARS will require CLASS PINS OR RINGS as an emblem
of pleasant school associations. PINS AND BUTTONS for Colleges,
Schools and Societies. Also COLLEGE AND YACHT CLUB FLAG PINS.E. R. STOCKWELL, 19 John Street, New York.
Manufacturer."E. R. STOCKWELL, 19 JOHN STREET NEW YORK, is the most satisfactory
manufacturer of medals with whom I have ever dealt."
R. BINGHAM, Supt. Bingham School, N. C.ESTERBROOK'S
STEEL PENS.

No. 333.



Extra Fine

Standard School Numbers.

333, 444, 128, 105 and 018.

For sale by all Stationers.

ESTERBROOK STEEL PEN CO., 26 John St., N. Y.

F.W. DEVOE & C. TRAYNOLDS Co.
Manufacturers of
ARTISTS' MATERIALS
HOUSE PAINTERS' COLORS
FINE VARNISHES
Correspondence invited
Catalogues of our various departments
to responsible parties.
Offices
Fulton St. Cor
William
NEW YORK

Flags.

If there is a School House in the United States that does not own an American Flag, let the teacher write immediately to

G. W. Simmons & Co.,
Oak Hall, Boston, Mass.

Consolidated Fireworks Co.
OF AMERICA,
Manufacturers of
Bunting Flags, Silk Flags,
Flags of All Nations,
Cotton Flags, &c., &c.
No. 9 & 11 and No. 12 Park Place,
NEW YORK CITY.

Send for Illustrated Catalogue.

EMERSON PIANOS
60,000 SOLD
43 YEARS BEFORE THE PUBLIC.
SWEET TONED. SOLD ON MERIT.
MODERATE PRICES, TERMS REASONABLE
EVERY INSTRUMENT FULLY WARRANTED.
CATALOGUES FREE.
EMERSON PIANO CO.,
BOSTON, NEW YORK, CHICAGO,
NO. 92 FIFTH AVENUE, NEW YORK.

The Massachusetts Mutual Life Insurance Co., 1851— SPRINGFIELD, MASS. —1893

JANUARY 1, 1893.

Assets, \$13,433,668.21. Liabilities, \$2,342,809.38. Surplus, \$1,090,858.83.

If you will write your name, date of birth, and address, in the blank form below and send it to the above address, we will take pleasure in showing you, not an "estimate" but a statement showing the exact values in cash and paid up insurance which would appear in a Policy issued at your age.

was born on the _____ day of _____ in the year _____

My name is _____

My address is _____

MAGIC LANTERNS AND STEREOPTICONS
afford the best and cheapest means of object teaching for Colleges, Schools, and Sunday Schools. Our assortment of Views, illustrating Art, Science, History, Church Entertainments, Public Exhibitions, etc., is very profitable business for a person with small capital. We are the largest manufacturers and dealers, and ship to all parts of the world. If you wish to know how to order, how to conduct Public Entertainments for pleasure, or Public Exhibitions, etc., for **MAKING MONEY**, name this paper, and send for our **236 PAGE BOOK FREE.**
McALLISTER, Mfg. Optician, 40 Nassau Street, New York.

GOOD POSITIONS Secured by young Men and Women Graduates of The Bryant & Stratton Business College, Chicago—Business and Shorthand Courses.
GOOD SALARIES Largest in the World Address 7 Washington Street, Chicago. Magnificent Illus. Catalogue Free.
Can VISIT WORLD'S FAIR GROUNDS SATURDAYS Without interfering with Studies.

KINDERGARTEN AND SCHOOL SUPPLIES.
J. W. SCHERMERHORN & CO.,
3 EAST 14TH STREET, NEW YORK.

Everything for the Schools FURNISHED BY
Peckham, Little & Co.
56 READE STREET, N. Y.

ALL STUDY
and no play makes, etc., you know the rest. The

Imperial Bicycle
will give you the desired recreation and make life seem brighter.
Catalogue telling all about high grade "Imperial" free
AMES & FROST COMPANY, CHICAGO

Diplomas
Engraved, New and special designs to order. Handsome lithographed blank Diplomas in stock adapted to any school. Diplomas with plates of portraits, buildings, etc., ready for the printer, engraved direct from photograph, or from pen-and-ink drawing. Resolutions, testimonials, memorials, engraved and lithographed. See refer to the Board of Education, City of Chicago, where work was done.
C. L. RICKETTS, CHICAGO

PRINTING OUTFIT 15¢
J. M. OLCOTT,
HEADQUARTERS FOR
W. & A. K. Johnston's Wall Maps,
and all kinds of SCHOOL SUPPLIES,
9 West 14th St., New York.

NEW ENGLAND CONSERVATORY
Founded by **OF MUSIC,** CARL FAHLSTEDT, Director.
Music. Literature. Fine Arts.
Elocution. Languages. Tuning.
This Institution offers unsurpassed advantages, combining under one roof all the above mentioned schools, and providing for its students the valuable Collateral Advantages of Pupils' Recitals both in Music and Elocution, Faculty Concerts, Lectures on Theory and History of Music, Orchestral Rehearsals, Library, Gymnasium, etc., all without extra expense. School year from Sept. 8, 1892, to June 23, 1893.
For Calendar, giving full information, address
FRANK W. HALE, General Manager,
Franklin Sq., Boston, Mass.

ORPHEA MUSICAL BOX
—Is the Latest Invention in Swiss Musical Boxes.
They are the sweetest, most complete, durable, and perfect Musical Boxes made, and any number of tunes can be obtained for them. Also a complete line of all other styles and sizes from 20 cts. to \$100.
The Largest Stock in America. The most appropriate wedding, anniversary, and holiday present. No Musical Box can be guaranteed to wear well without Gautschi's Safety Tune Change and Check. Pat. in Switzerland and in the U. S. Gen. Agents Concert Organs. Send stamp for Price.
Old Music Boxes carefully Repaired and Improved.
GAUTSCHI & SONS, 1030 CHESTNUT ST. PHILADELPHIA.
Buy the Best direct from the Manufacturer and at First Cost

BLACKBOARD CLOTH. Per yard, one yard wide, \$.75
" " four feet " 1.00
Special Discounts to Boards of Education or Schools.
WILLIAM BEVERLEY HARISON, 59 Fifth Avenue, N. Y. SCHOOL BOOKS and SUPPLIES—all kinds.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLVI.

For the Week Ending March 18.

No. 11

Copyright, 1893, by E. L. Kellogg & Co.

The business department of THE JOURNAL is on page 303.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



HE free kindergarten movement, the frequent public discussions of manual training, university extension, and kindred subjects, the criticisms of the schools that appear in the papers from time to time, are encouraging signs of the times.

By and by the people will say, "We are getting into deep water; the educators must investigate these subjects and let us know." Are the educators ready to do this?

The great majority of the people get their opinions on subjects that lie outside of the field in which they are particularly interested from the newspaper all ready made. A reporter picks up an opinion that appears to him particularly "catchy," supplements it with a variety of reasons in its favor, and gets the editor to comment upon it. The ordinary reader, too busy with his individual affairs to sound its foundation, adopts it as his own opinion. The more persistently he sees it repeated, the stronger grows its hold upon him. Public opinion is therefore not always a safe guide, particularly in matters relating to the inner working of the schools. Some day school officers will recognize this fact and will attach a higher value to the advice of experts in education and less to the views of misguided and unthinking people.

For a number of years the subject of teachers' examinations has held a prominent place among the discussions on pedagogical problems. It cannot be said that this question has been satisfactorily settled as yet, but there are many indications that opinions are beginning to unite. It is partially admitted that teaching is an occupation to which only those should be admitted who possess in addition to intellectual qualities, a certain professional knowledge. The next higher step will be *examinations conducted by professional teachers*. To this end all professional teachers in counties should unite and be known as the "Society of educators of ——— county."

The great practical law by which the skilful teacher directs his efforts is to proceed from the known in knowledge to the unknown by careful and well-devised steps. Every thought is linked, or may be linked, to some other thought; it is the art of the skilful teacher to link these thoughts according to the laws of the mind. For when we speak of advancement it is not a physical advance that is meant; we may speak of the pupils "conquering new realms of knowledge," but this is merely a figure of speech—not only is it inaccurate, it is misleading, as are

most of the metaphors used in psychology. The known is a condition, not a quantity.

The first condition of success to a teacher is to have right motive in his work, and distinctly to fix in his mind the ends for which he should labor? Of course we eliminate all mercenary views. For though it is right that every one should consider well what he will get for his labor and skill, what sort of living he can secure, and what provision he can make for the future—though these may be among the motives which determine his choice of a profession, or his continuance in it—yet in the work itself there is room for the operation of other motives, and if he has a manly ambition, he will be more influenced by the desire to excel than by the amount of his pay.

Defects in school keeping may often be traced to the fact that the master has exceedingly vague and misty notions of what he would do, or to his having very limited and mechanical conceptions of his work. To be successful there must be an aim, a definite purpose: and this not merely for a day, or a week, or a year, but for the whole school life of a child.

An observer of school-room methods who had always opposed such "fads" as manual training, recently became a convert. He noticed that in the workrooms the pupils attended to their work and gave little notice to visitors; that they listened with absorbing interest to the directions of their teacher; that they followed these directions with minute fidelity; finally, that they enjoyed it. He became convinced that there was, after all, some *education* in this work. Sooner or later, he will apprehend the whole philosophy of manual training and regret his former opposition.

"Original research" is a term often used in university talk. In fact it names a distinguishing feature of university work. It means independent study on the part of the student, resulting in an addition to the general sum of knowledge, generally submitted as a published thesis for library use. The university student conducts his original research largely among books, compiling, comparing, and digesting the thoughts of men. But we know of another student pursuing original research. He is the little child. The book he studies is the Book of Nature. He observes for himself phenomena never transcribed for him by the hand of man. He observes, compares, judges, and generalizes, with a zest unknown to the most indefatigable savant. He is a veritable university student. After, in this course of study, his child and nature life, he has learned in some measure what God says, it is time enough to turn to books to learn what man says of God. No truer foundation for religion can be laid than by presenting man simply as a portion of the child's natural environment, instead of as a specially commissioned interpreter of the Infinite.

—Exchange.

Some Late Criticisms.

By FRANCIS W. PARKER

What shall be done in our public schools? That depends. What shall be taught in our pulpits? How shall disease be treated in sick rooms? How shall cases be tried in our courts? What kind of houses shall we have? What kind of art in our homes and art galleries? That depends. The better the workman, the better the tools, the better the kind and quality of the work, and the reverse is just as true,—the less skilful the workman, the cruder the work and simpler the tools. It is sound common sense to know the skill of the worker before we order any work done. First-class work demands a first-class artist or artisan. The greatest art in all the world, the care and training of immortal beings, is no exception to this universal rule.

The main question, then, is not concerning subjects taught or of methods used;—it is a question of the culture, knowledge, skill, and devotion on the part of the teacher. Neither subjects nor methods can ever be legislated into the school-room. You may order the best work and the best art of inferior workmen, but the order will be fruitless of results. The question of all questions, then, is not a question of what subjects shall be taught, or what methods practiced, but what teachers shall teach any subject, and shall practice any method. The method equals the teacher, and the teacher the method; or, in other words, what you are, is your work. When the public appreciate teaching as a great art, and hold teachers responsible for the kind of work they do, the question of progress in education will be settled.

Given, then, that we have the best teachers that can be employed for the salaries paid; it is of great but secondary importance to know what limits shall be set to the subjects taught in our public schools. It will be readily granted that with the limitations of time, those subjects only should be taught which are absolutely essential in fitting children for useful lives. The famous "3 R's" are again presented as the definite boundaries of common school work, and we, as teachers, must give this ever-recurring proposition the most complete and thoughtful consideration, in order to ascertain whether eight years of forty weeks each, costing millions of dollars, and the time and toil of thousands of teachers, should be given wholly to reading, writing, and arithmetic.

THE "R'S" MERELY THE TOOLS OF THOUGHT.

Reading is thinking, or it is nothing. Reading is an exercise of all the mental powers; study is reading intensified, or, reading made practical in education. There is said to be a purely mechanical period in learning to read;—granting this doubtful proposition for the sake of the argument, the mechanics of reading can be entirely mastered of course under good teachers,—in three years; that is, every ordinary child can finish reading, as reading, in that time. Now, a plain common-sense question for the tax-payer is, Shall our children spend five more long years reading isolated fragments,—ofttimes the merest twaddle, or shall they have the most interesting and the most profitable exercise of their mental powers in thinking while reading, and studying that which is best for them to know? Shall the children spend their time, while reading, in gaining a knowledge of the vast inheritance of the human race, of eternal laws acting through mankind in all the past, so that they may be able to direct their own actions and rightly influence others in the future? In other words, shall children think and study by means of reading in the direction of history? Shall they also know something of that tremendous influence which during the last fifty years has nearly revolutionized civilization? Shall they know something of the means of human progress found in the newly discovered and developed sciences? Shall their souls be touched and nourished by the best and purest literature the world has to offer in the direction of history and science; or, I repeat, must they spend a dreary eight years in merely learning to read as the one end and aim of education? No one can deny but that this is a

very practical question. We do not have to go into the region of psychology to answer it; it is plain and simple,—what shall the child think when he is reading? Shall he by reading gain a knowledge of civil government, or political economy? Shall he gain some clear ideas of state and city government? An honest answer to this question would certainly decide in favor of that reading which is of the greatest possible practical and educational use to the pupil.

What is writing? It is, if it is anything, the expression of thought. Again, under competent teaching, every child can learn to write a good hand in three years; that is, the mechanical part of writing can be fully acquired in that time. Then we have the same question again,—shall five years more be spent in painfully writing copies that mean little or nothing to the child, or shall the child use writing as he uses speech in the expression of thought? Then follows quickly, the question,—what shall he express? Shall he tell in his own way what thought he has gained from history and science, or shall he write countless disconnected copies and puerile compositions? We older people write when we have something to tell, or something to express. The value of writing depends entirely upon the thought expressed; writing intensifies thought.

Arithmetic is a mode of judging and reasoning. We have but to look at the practical use of arithmetic closely to ascertain the fact that not one decided step in human progress was ever taken or can be taken in the knowledge of sciences or manufactures, practical or theoretical, without a knowledge of numbers and their relations. Man studies matter and the relations of bodies of matter to each other;—matter has to be weighed and measured, and the number relations understood. Physical forces are measured and compared; in a word, arithmetic is absolutely indispensable to all thinking and to all progress. It enters, as I have already said, into all practical and speculative thought. Then comes the exceedingly practical question,—shall eight years be spent in simply learning the forms of notation and numeration, and the different operations of number, or shall the child's mind be directed to the practical uses of number at every step of his progress? Arithmetic in our schools takes from one-sixth to one-third of all the time spent in the schools, and therefore costs from one-sixth to one-third of all the vast sums expended for the education of children. There can be no educative observation or imagination, and consequently no conclusive reasoning, without the use of number. Shall the arithmetic of the child be one senseless routine of figure and notation processes, or shall the child enter into the practical and scientific use of number at every step?

Reading, writing, and arithmetic are called the tools, the instruments of thought, which a child should acquire to help him in his future work, in his future life as a citizen,—and it is certainly a question for the deepest and the most profound consideration whether these so-called instruments of intelligence may not be best acquired by using them in the most practical way. Every successful man understands this proposition, for the testimony is common that practical use makes learning effective. A practical use of these instruments involves very practical educative study. Two reports from two great universities, one in the *Harvard Magazine*, and the other in the *Cornell Magazine*, on the ability of freshmen to write English, are full of instruction in this direction. It was found by examinations, that a very large number of students, after twelve or more years of study, wrote English, the orthography, penmanship, and syntax of which would shame a primary school. I venture to say that this sad result springs from the direct attempt to learn writing as a subject by itself. If pupils at every step, have something to write, something that springs from their own desire to write, they can be taught writing far more economically than by merely writing for writing's sake. We seek here for no fads or new fangled notions;—as men and women succeed in life, so children can succeed in school if they have a chance.

Reading, writing, and arithmetic have in themselves no moral bearing. History, science, and pure literature, when properly taught, are intrinsically moral and ethical; the study of history leads to a knowledge of eternal laws acting through and developing mankind. The sciences are the laws of the universe, God's laws. Literature is the beautiful expression of beautiful truth. Reading, writing, and arithmetic are the keys by which we unlock the doors of history, science, and literature; but the keys are the means, not the end. A child may read himself to ruin, write himself to Canada, and cipher himself to perdition. The value of these instruments of intelligence depends utterly upon what we do with them.

THE SCHOOLS THE HOPE OF THE STATE.

It is well, however, to get at some common ground upon which all reasonable persons will agree. The common schools were founded to develop intelligent citizens, as a means by which society can preserve itself, and it takes no abstruse discussion to ascertain the genuine qualifications for citizenship. I think it will be agreed by all that one of the crying evils of the day is a strong desire on the part of very many persons to get something for nothing; in other words, to make the shortest possible cut to fame and wealth. The main question is not what one gives to society, but what one gets out of society through the least possible effort. This may be called the sin of the age, and for that matter, of past ages. Gambling and crime of all kinds, spring from the desire to get something for nothing. This one motive, when it controls society, has had more to do with the degradation of humanity, the decline and fall of nations, and the decay of civilization than any other. On the other hand, honest, genuine work on the part of the majority of citizens has always meant an honest government and progressive society.

Now the question is, shall the millions of the tax-payers be expended in training children to a strong love and permanent habit of work with their hands and brains in the school-room? The Germans have an old and time-honored proverb, "That which you would have the state, put into the schools." The mere learning to read and write and figure is not in itself genuine work, it is drudgery. The gospel of the future is that no human being shall be counted worthy who does not give something valuable by his hands and brains to humanity; an idle person will be counted a useless incumbrance.

THE EDUCATIVE VALUE OF HAND TRAINING.

If it is true that making with the hand has been the greatest factor in civilization; if manual labor, and the skill gained by hand work has been absolutely indispensable in the development of our race, then is it not fair and right to demand that every future citizen shall have some educative hand work both in and out of school? Making, or manual training, modeling, painting, and drawing have been from the beginning very important means and modes of developing the hand and brain; must this work be continued, or is our civilization sufficiently advanced to discard hand labor as a means of education, and take to the dead track of formalism, leaving that which makes success and usefulness in life possible, to blind chance and accidental circumstances?

This ever recurring proposition to teach nothing but reading, writing, and arithmetic, springs from times when every boy and girl in our eastern country learned to work on the farm, in the shop, or kitchen, and had to supplement this work of the hand and brain with lessons from eight to twelve weeks a year in the school-room. This combination has given us our strongest, most influential men and women, men and women who now exercise their most potent influences for good in this country. The powerful factors in the old-time education were the farm, home, and shop; the secondary and helpful, reading, writing, and ciphering in the school. Now it is very easy to understand that the farm, shop, or home, where work is done, fails to a great degree in our city's civilization; hundreds of thousands of poor children, with nothing to do in their homes, run in the

streets, not to speak of the hundreds of thousands of rich children who have likewise nothing to do. Is there not a thoughtful lesson in this to those who would spend school moneys in the best possible direction. Is there any substitute for farm, and home, and shop work? It is a very simple proposition that changing circumstances should change the means applied. The fundamental requirement of a citizen is that he shall give something,—actually work out something useful with his hand or brain, for society; and from this standpoint, the extremely practical and important question is, should the school help the child in this fundamental direction of citizenship? Further, is it not possible for the child to learn reading, writing, and arithmetic far better by making with his hands, by measuring or weighing, by drawing or modeling, than by mere senseless operations with figures? Has the embodied wisdom of the German motto, "That which you would have the state, put into the schools," no meaning to us? Are we satisfied with society? Is it a matter of no moment that hundreds of thousands can be bribed, and that hundreds of thousands more of citizens can be led by motives unfounded in reason and contrary to common sense? We demand that the citizen shall be honest. What develops honesty?—not ethical or religious instruction alone, mere empty precepts, not filled with duties done. Honesty has its foundation in hard, persistent, genuine work, and nowhere else, and, I repeat, the temptations to dishonesty are to be found in that defective education which fosters a desire to get more than we give.

There is still a higher requirement for citizenship in the United States; every voter should have that intelligence by which he may decide what is best for the community and the state. The guide for the future is the past. How can a citizen decide how to vote for tariff or free trade, for clean streets or boodles, or whatever question may come up, without a knowledge of the past, and the workings of immutable laws through humanity in all history? Are not the seeds of political death being sown in our midst to-day? Again I repeat, are we satisfied with the state of society to-day? Are we sure that the people will decide the best thing to be done for the great city? Can we in the schools of to-day prepare for a higher and better state of things by training the reasoning faculties of the child? Shall he be guided by a knowledge of the past, and know how to use the instruments of present progress, modern science? Can we not show him that mere expediency is ruin? "That which you would have the state, put into the schools."

Again, one great evil in society is mistaken vocation. Man is most useful when using his powers in the most economical direction, when he is doing that for which he is best fitted. Have schools anything to do with vocation? There are many ministers who would make excellent blacksmiths or shoemakers; there are many blacksmiths who would make excellent ministers. There are thousands of physicians who would help society a vast deal more in other directions than that of trying to cure disease. There are lawyers by the score who would be honest, useful men if they had chosen the right vocation, and now filled the depleted ranks of honest day workmen. How can a vocation be chosen without a chance to work,—without being brought face to face with all-sided problems of labor? A full recognition of the educative value of hand work on the part of the city and state would have a mighty influence in training children to love and respect honest labor. Is it not true that the demands of the schools for the mere forms of reading, writing, and arithmetic divert the real attention of the child from true vocation to something visionary?

We demand of the citizen patriotism, and patriotism means in its highest sense that a citizen shall love his country and mankind more than himself. How can he be patriotic without knowing the great struggle of mankind for liberty? How can he be a patriot unless he believes in human progress, both knowing and feeling

that there are eternal laws which govern him and his fellows?

SOME OF THE "FADS."

We are told that some of the studies which are now in the schools are fads. By the way, this word fad and its synonyms are names which have been applied to every grand and beautiful thing that has been introduced into the world since the beginning, and it may be added truthfully that the best things for mankind have come into the souls of men through the stake, the fagot, and the cross. The reason why humanity makes so little progress in the higher spiritual things is because it costs so much to bring good things into the world. To be sure, the old methods of physical torture have long been abolished, but the newer methods are just as exquisite, just as keen, and nearly as effective. Reading, writing, and arithmetic are fads of an older growth. The alphabet was a fad of the Phœnicians and has not yet been introduced by the Chinese.

Fad is a word used to scare people away from the real merits of a question. There is no argument in the word fad. The question is not of the name, but of the thing itself. What of the progress which has been made during the last fifty years? The world at large has been revolutionized by science, and is there still nothing better in education for the child? The question is one of reason, of common sense, of discrimination. What is the best thing for my child? What is the best thing for others' children? I rejoice that these things are now being discussed, for, after the froth has blown away, there will be seen a deeper question than the question of a mere catch-word,—a question of true citizenship, a question of the perpetuity of the republic, and the development of that character which lies behind them all.

Music is called a fad, and should not, according to the modern critic, be allowed in the school; but the discriminating question is what relations has music to human growth,—is music practical and educative? There is not time here to discuss this question in its breadth, for it is a very broad question; one answer, however, can be given, and a very truthful answer. There never was a band of believers marching toward Zion with the cross and fagot in their path, uninspired by strains of music. "Ein feste Berg ist unser Gott," fired the hearts of the German believers. There never was a cohort marching to meet death for liberty, without the harmonious rhythm of music thrilling their souls. It may be that some of you older men remember, in the mud and dust of Virginia or Tennessee, when the cannons were booming ahead, the corps was marching, and freedom at stake, weary and tired, and foot-sore, and hungry, some, forgetting their patriotism, forgetting their flag, forgetting humanity, would fall out right and left, seeking rest in spite of duty; you remember when that song of songs, "Mine eyes have seen the glory of the coming of the Lord," started by some inspired soldier, went from man to man, and rank to rank, rank to company, company to regiment, and regiment to brigade, how the whole corps was re-welded together and marched on to do battle under "old glory." Music may suffer under the name of fad, but there is no more practical thing, no more educative thing in our schools to-day, than music. Shall a child work, drudge, for eight long years without the delightful thrill that music gives? It may be added that the taste for music developed in the last twenty years,—our great Thomas concerts, our symphonies, and oratorios, have sprung more from music in the public schools than from any other cause, and yet there are citizens who have the exquisite charm of music in their homes who would banish it from the schools.

Physical training is a fad, and still if we inquire closely, there may be some reason for physical training in the schools. Stand on any corner of State street and watch the passing throng; how many are well and vigorous and strong, and how many men and women will you meet who have physical energy enough to carry them through the duties of life? What per cent. of women after they are educated and have entered upon

the duties of life, are capable of doing what they are called upon to do for the good of their homes and of mankind? How many thousands of men fall by the way from mere lack of physical strength! The public are willing to have the fad of quack medicine poured into people's stomachs, a fad which costs more than all the public schools together, but deny the vigorous physical training which alone would prevent that awful imposition. The fad of physical training was a fad of Father Jahn, of Gutsuths, and of Ling. That fad made the German army, in the Franco-Prussian war, invincible. Reading, writing, and arithmetic are to some degree, physical exercise, but they do not develop muscle; they do not preserve the internal organs in a state of health; they do not give vitality and physical energy. There may be physicians who would like to bring into their pockets the money of thousands who are physically incapacitated to do their work of life, but it strikes me that the honest citizens should seek for the "ounce of prevention that is worth a ton of cure."

The kindergarten is a fad—a fad of Froebel's which proposes to take little children and put them in an ideal of society, an ideal democracy, where they can learn to love one another, and to work and live for one another. It is a fad that has done more for education than all else combined during the last seventy-five years.

HOW THE "FAD" CRUSADE BEGAN.

Is it not now time for us to reason together upon these things? And shall we not seek for the discontent, the real genuine discontent on the part of the public, not in the subjects taught, but in the way these subjects are taught? Can we not come together on more reasonable and just ground, and find out why a cry of fads has arisen just at this time, and seems to spread so rapidly from mouth to mouth, and from newspaper to newspaper? I submit, as I began, that it is not the subjects taught that are at fault; it is the manner in which they are taught; and, in order to illustrate my proposition, I will make what I believe to be a true statement—a statement that will be heartily supported by the large majority of the best superintendents and other educators of this country; namely, that the attempt to teach children by special teachers in one and all of the so-called fads, is in general a sad failure, and this failure is the principal cause of the severe but honest criticisms of the schools which are rife to-day. Let me be clearly understood: That supervision which teaches directly, which enhances the value of the school and the school-room work, cannot be too highly commended, or too vigorously supported. What I wish to say is that special teaching by special teachers, except for illustration, is fundamentally wrong. In the late National Superintendents' Convention in Boston, I took pains to ask a large number of our best known superintendents whether this fact is true and has been borne out by their experiences, and the answer was in every case, an emphatic,—yes. No subject can be profitably introduced into the common school system by special teachers teaching children. One superintendent, in whose schools drawing has been a subject of direct study for twenty-five years, costing millions of dollars, said that it is no more an organic member of the curriculum now, than it was at the beginning.

SPECIAL TEACHING FUNDAMENTALLY WRONG.

I cannot here argue this question fully, according to its merits, but will try to give some of the reasons for this sad state of affairs. First of all, the teacher, either good or poor, is the power in the school-room; that which she fully sympathizes with and believes in, is generally believed in by the children. If I am not mistaken, most of the present criticisms spring from teachers themselves, who feel that their time is taken, their course of study burdened, and their pupils robbed, by subjects of no intrinsic value. They have not been required to become skilful in these subjects themselves, they do not comprehend their educational bearing, and the task of teaching the subjects is taken off their shoulders; the special teacher enters the school-room

and takes a particular time for the work, gives some directions, and leaves a burden behind. The ordinary work of the school is thus interrupted; there is not time to carry out fully what the regular teacher believes, and she looks upon it as an infringement upon her rights, and duties. Second, all these fads, so-called, have a direct relation to all the other studies, and are of very little value by themselves in isolation. They must be organically related to all the other studies. They must be the means of inspiration, of mental development, of character building in the school-room, under the direction of the regular teacher, or they lose most of their value.

Take, for instance, music. Who has not been in the school-room when the regular work has been weakened by bad air, and one painful position too long continued? Who has not been in the school-room in which, owing to the nerves of the teacher and physical disability, the order was not sufficient for good work? At such times, what will rouse both teacher and children to renewed effort more than a glorious song, not with a special teacher, but led by the regular teacher,—that is her duty, her work. There music comes in its true place. The same can be said of physical training. The blood becomes sluggish, and the children sitting in their hard-backed desks become incapacitated for their work. Just at such times is when physical training is needed to lead the blood back to its normal condition. The teacher needs the training herself as much as the children.

Then the fads of modeling and drawing and making—they are the modes of expressing thought; they are related to all the other subjects—directly, organically, related. Drawing is a primitive and at the same time a highly educative means of developing thought. Every child loves to draw and to model, but the effectiveness of drawing and modeling is almost entirely lost because it is superimposed; it is considered as an intrusion instead of a help; it is not related to all other subjects. Now the teacher needs all these means of thinking and expression to form permanent habits of work on the part of the children. She needs to have them at hand whenever they can be best used. She alone knows when they can be used, and can determine the relation of the thought to the expression. No one who is acquainted with our schools can help deploring the dryness and desert-like barrenness of much school work. These fads properly used and properly related, will enrich the course and arouse the best powers of the children to the highest and most educative action.

Has the public a right to criticise the schools? I would add here that it should be a fact of the greatest rejoicing to teachers, that people do criticise the schools, even if they criticise wrongly. Teachers should not ask to be let alone; they should ask for the freest and frankest criticisms on their work. A question of my child and his welfare is no small question. If, however, the common criticisms had more knowledge of the real condition of the schools behind them, they would be more effective.

GROUND FOR CRITICISM.

And now I come to another fact which is being realized by our late criticisms, and that is how low the opinion of the merits of teachers is, in the eyes of the public generally. The mother trusts her dearest child in the hands of the family physician; the merchant trusts cases involving millions in the hands of his lawyer; a congregation rest their spiritual interest in the judgment of their pastor; the manufacturer relies upon an expert in invention and machines; in our profession, so called, our judgment, to say the least, is held in a very low estimate. Why is this?—it may be well to ask. I answer that it is our own fault as teachers, that our opinion is not respected. "The fault is not in our stars, dear Brutus, but in ourselves that we are underlings." Under the present political conditions, patronage, promotions, and elections, have an immense influence upon the positions of teachers, and instead of discussing these questions frankly, freely, openly, squarely, and reasonably, when

the storm breaks over us, we cower, bend, and yield. Our place is to seek reasonable ground of all these criticisms, to correct our work when it is wrong, and stand manfully by it when it is right. The schools are not what they should be, and can be,—only the best teachers can improve them. We know this but we do not say it, owing to risks incurred in being perfectly frank and open and just in our opinions. Another reason why our opinions are held so low is that these citizens who hold such a low opinion of us, are the products of our own teaching—they were our pupils, i. e., of those of us who are older in the profession,—they do not respect school teaching and the dignity of the schoolmaster as they should, because the teaching given them has not aroused their powers of discrimination to a right level. Why was it that the opinion of George Howland was so potent, —why was it that he had such a great influence as a superintendent? Simply because he had a tremendous influence as a teacher,—simply because he made his pupils feel that he had no other motive than to assist them in the battle of life. The way, then, my fellow teachers, is to exalt our profession by courageously and freely giving expression to our true opinions. Suppose we, superintendents and principals were asked the question, how many teachers under us are capable of the great work assigned them; what would be our answer? No such question has been asked, and no answer given.

Then one other answer to the unfavorable criticisms may be given, and that is the unbusinesslike and unpractical methods of paying teachers. In all other businesses of life, in railroads, manufacturing, and all corporations, men are selected for merit; it is not supposed that a number of years in itself enhances ability. "Time is the false reply," when the work of the teacher is recognized not on account of age, or years of work, but on account of real, genuine merit,—on account of the power to develop character; then our profession will be rated as it should be.

THE RESPONSIBILITY OF THE TEACHER.

But after all these criticisms, there remains one consolation, that there never was anything on earth fraught with such good to mankind as the common school system. The school system of America is very young, scarcely out of its swaddling clothes. We try to answer without irritation, calmly and reasonably, the criticisms given us. We should criticise ourselves. We should say that we are the builders of the republic, we are the promoters of this great system which lies at the basis of the theory that society shall rule itself, a theory that stands above all others. We should feel the tremendous responsibility put upon us and courageously live up to it. However we may differ in methods and principles, we should stand together in one thing and that is, that the children should have earnest, devoted, skilful, liberty-loving teachers.

No subjects essential to primary education can be leg-islated into our schools; they cannot be successfully introduced by special teachers; they must be thoroughly known by the regular teachers, and adapted to growing minds by the teachers. Thus the question of strong, educated, cultivated teachers is the one question of this day and of future days, and as teachers and teachers of teachers, let us not allow any other question to stand in the way of the real one.

The conclusion is this; if the selection of thoroughly competent teachers is made the invariable rule, if such teachers have the requisite liberty to help their pupils in the best possible way to the best education, then whatever is wise and good, whatever is actually needed by the children, will be found and applied. The path of progress in education, as in everything else, depends entirely upon the knowledge, skill, and devotion of the workers to the work done.

The inference may be made from this paper with apparent fairness that the writer does not appreciate the fact that there are very many excellent teachers now at work in our schools. Such an inference is very far from the truth. Taken as a whole, there is no class of workers more devoted to their duties than are the teachers.

in our public schools. If these excellent teachers had the liberty of true artists, if they were not hedged in and limited by a uniform system that demands the same results from each school, if good teachers had the means of constantly improving, this question of fads would never appear. The solemn fact is that most legislation, most rules and regulations, are made to get the best possible results out of inferior teachers; thus the really good teachers are too often bound to dead routine by rules that should only apply, if they are to be used at all, to teachers who must be bolstered up and hemmed in, in order to get seemingly fair results. Proper liberty and enlightened instruction, freely given to efficient teachers and principals, would soon solve these vexed questions.

A Theory of Ethical Training.

Discussed by MISS JULIA M. DEWEY, Lowell, Mass.

Prof. George H. Palmer, in his paper read before the Massachusetts State Teachers' Association, and later published in the *Forum*, on the subject "Can Moral Conduct be Taught in the Schools?" has, indeed, marked out an ideal way of teaching morals and ethics, but a way involving startling departures from the present practice, startling mainly because it shuts out all the moral training at present given to the young by the church and the Sunday-school. But, "to gently lead the young into those blind but holy habits which make goodness easy," and then when in this heavenly condition (when entering college) to instruct them in a "science of righteousness," with their own living experience to aid in verifying and systematizing, is truly ideal. How does this charming ideal fit the human mind? The intellectual and the moral nature are indissolubly connected, and an attempt to cultivate one to the exclusion of the other results in the cultivation of neither.

Now, if they go hand in hand, and if we are justified in bringing into the consciousness of children that they study the subject, and that for the purpose of information and mental growth, why is it not illogical to lead the child "blindly" into "holy habits"?

The kindergarten idea of gently and blindly leading the very young into paths both intellectual and moral is right, because at an early age the brain is not in the proper condition for more "rigid" development. Later on the danger disappears. If Prof. Palmer has observed children who have been trained, perhaps not by a system of pure ethics, but by systematized and formulated lessons in concrete morals, he must have seen, that, in a normal condition, they are not "perilously perplexed" in marking out a code of morals, any more than they are "perilously perplexed" by instruction in other subjects. It is only the unhealthy child with a conscience abnormally developed who is much perplexed over his own conduct.

Has this theory ever been proved by practice? Have even the most careful parents ever given an entirely unconscious moral training to their children, up to their later "teens"? If so, it is the few who possess a power which so nearly approaches the divine.

Consider the moral, or more fittingly, the immoral training many children have up to the age of five years. To make the thought more vivid, consider the lowest classes, as known by mingling with them. When the teacher takes them at five years they have often become skilled in that which makes for unrighteousness. They have no emotions of love, sympathy, etc., and oftentimes not a term in their vocabulary to cover a moral idea. Never having been properly clothed and fed, there results a sluggish nature.

Without "line upon line" their intellectual nature cannot be aroused, and, unless more time is taken than can be done in the interest of good order in the school, neither can the moral without definite instruction. It is barely possible that some children would never find "goodness easy" by unconscious training. Another condition which is not ideal, but real, is that, like the parents, few teachers have an apprehension of moral

guidance as described by Prof. Palmer. They cannot understand what is evolved only from a philosophical mind. Neither has the average teacher ability to formulate a code for himself. How can he then impart unconsciously that which is not in his own mind? Evidently the blindness should not be on the teacher's side. A perfect sympathy is really the basis of ethics, but how few possess it. Prof. Palmer has put his thoughts so lucidly, and so philosophically that there is nothing left for those who differ from him but the proof that stern reality brings. If he has seen his theory carried out, if he has watched the moral development of thousands of children, and found it to correspond to his theory, then he must be right. As for us who "grovel" in the lower atmosphere, but once in a while have heavenly aspirations, we should be satisfied if assured that the fine theory could be made practical in a future state of existence.

Moral Training in the School.

By WM. H. WINSLOW, West Orange, N. J.

Prof. Blackie, of Edinburgh, in his work entitled "Four Phases of Morals," sets forth those of Socrates, Aristotle, Christianity, and Utilitarianism. The eminence of the author gives great weight to his presumption that within these four systems is embraced all that it is desirable to know for the guidance of human conduct. Socrates was pre-eminently an ethical teacher, and it is a wonderful thought that not one of his pupils was ever found guilty or even accused of any crime!

When Alexander the Great was born, his father Philip of Macedon wrote to Aristotle that he rejoiced that a son was born to him at an age when he could have Aristotle to be his teacher. Aristotle had entire charge of his education and produced Alexander the Great.

It is said that Seneca's system of ethical philosophy was responsible for the character of Nero. A study of the sensual face and brutal neck of the bust of Nero in the Metropolitan museum will tend to convince one that there was something in Nero for which Seneca was not responsible; yet when we consider that the face is but the outward expression of the soul within, we must come to the conclusion that Seneca was wholly or in part responsible.

Many instances might be cited to show the enormous responsibility of those whose business it is to train the young. The teacher's opportunity for teaching the Beautiful, the True, and the Good is unlimited. In number work and fractions there is strongly emphasized the beauty of the true relation of the whole to the sum of all its parts. In geometry is shown that truth is immutable, the same yesterday, to-day, and forever. In botany we learn that man with his powerful intellect cannot produce one grain of wheat, and in astronomy we realize the wonderful design that demonstrates a designer and partially discloses to us the great Omnipotence.

It is true that all this may be to a greater or less degree felt by the pupil and still some of the daily problems of duty and interest escape his mental grasp.

The pupil's necessity becomes the teacher's opportunity. The bell had rung summoning the pupils from the yard to the school-room. While entering, two girls fell into an altercation of words and even blows. When all became quiet in the room the teacher began to investigate and reprimand.

Josie says, "Elsie struck me first." The teacher says, "It is wrong to quarrel and strike each other." Josie asks, "She struck me first, shouldn't I strike back?" The pupil had asked an honest question from an honest heart. As she awaited the teacher's reply there was a hungry look on her face that was pathetic. I am sorry to add, the teacher was dumb.

Was there ever a better opportunity to inculcate the first principles of Christianity. The ground was here ready for the seed. Silence is sometimes golden but occasions like the above frequently occur in every school and the fitting word fitly spoken is better than rubies.

The Broader Field.

It is not long ago that Phillips Brooks was the master of one of the Boston schools. For reasons that could be answered in no other way he prepared himself to instruct from the pulpit. It was leaving one part of the great educational field to labor in another. It was soon felt by his hearers that he had something to say of an unusual character. No startling discoveries were announced by him, but he labored incessantly to build men up. He has passed out of sight and there is a great sense of loss by all religious denominations. The meeting at Carnegie Hall was composed of Jews, Catholics, and Protestants, and all testified to the noble spirit of devotion to the utterance of truth and the living of truth that had animated their fellow laborer.

It is quite worth while to study this case. He was a teacher in a public school, but felt it best to be a teacher in the Christian church. Let us lose sight of the unimportant fact that he chose the Episcopal branch of this church, and hold persistently to the important fact that he merely entered on a broader field of effort to develop and direct the minds of all who chose to be pupils in religious and moral truth. (He must have given much thought to this while he was a teacher in the public school; he must have felt that he could do a worthy work by entering the larger and broader field; he must have felt that he had a certain fitness to do this larger and broader work. Not every teacher who seems to us to be an accomplished scholar can enter the pulpit and unfold religion to us so that we become moved to strive to practice the truths uttered. Not every teacher who obtains good lessons in grammar and geography from his pupils can lead them to desire to attain spiritual excellence; not every teacher cares whether they do or not. There are very many who are satisfied when a good lesson has been recited; as to the interior state of the mind, as to its struggles with the great question. What shall it do to obtain eternal life?—they have literally nothing to say. It is quite plain that Phillips Brooks must have considered this point as his pupils came and went before him at school; and at some time made the resolve to enlarge the scope of his teaching.

Not all men who manage classes apparently well can enter on a broader style of teaching, and mainly because their conception of teaching is too limited. Lowell tells us that when the searcher for the Holy Grail had returned from a long pilgrimage and shared his crust with the beggar at his gate, it tasted as bread never had before. The teacher who imposes lessons on a youth as the Arab accumulates burdens on the back of the patient camel will always tread a circumscribed area. He will never feel that he must enter on broader work; the pulpit will offer no golden opportunities to him. The case is recalled of a teacher who left the school-room for the pulpit because he saw higher honor was given to the preacher. He had nothing of special interest to say and the people felt it, and so he drifted back into the school-room.

Let us suppose Phillips Brooks to have remained a teacher in the public school, and let us ask whether his teaching would not have differed from that of others who have never looked longingly at the pulpit as a place where they could set forth motives why man should seek the companion and help of his Maker. We feel that a teacher who considers the high questions of life must be able to understand the lower ones. Even though the course of study in each case should be just the same, the product would be different. And so there is meaning in the effort to put teaching on a higher basis, to make it something else than the hearing of lessons. The recitation period is an opportunity to mold character; the teacher seems to be intent merely to see that the declension is learned, but really he is encouraging self-reliance, earnestness of purpose, industrious application, a striving to look into interior and hidden meanings, and efforts to pass from the narrow horizon of to-day into the broader one of to-morrow.

The case of this eminent teacher, for this he was, and all he was, offers splendid lessons to every one who has

a company of youth before him, whether in the primary school or in the college. "I must lift men on higher platforms," expressed the reason he left the school for the church. His labors in the pulpit were only a continuance, under different circumstances, of the labor laid on him, when he was in the school-room. Not to have had this feeling while in the school-room would have been fatal to him in the pulpit. There are thousands of men and women who feel this in their school-rooms to-day; they will never ascend into the pulpit. What blessings they confer on those before them. They make teaching as lofty a blessing as preaching because they lift the pupil day by day into higher and still higher realms of thought and apprehension. All honor to you who remain and cheer labor!

Prejudices of the Teacher.

By an EX-TEACHER.

How often they are mistaken for principles! Inherited opinions, or intuitive opinions, which, psychologically analyzed, amount to about the same thing, govern much of even the superior teacher's conduct in the class-room, as elsewhere. The springs of action are most of them buried out of sight in automatism. We habitually perform certain actions without knowing why we do so, or how or when or under what advice we acquired the habit. We have set views upon certain subjects without knowing why we think so. Teachers, of all people, should be keenly alive to what they are doing and why they do it; and yet, many of us are more the creatures of tradition than are the members of other professions and of the mechanic arts. The excuse usually made is, "Systems decide for us. It is to no avail that we examine into the rationale of our work." One teacher recently went so far as to say that as the men controlled the system and the women were in all cases told what to do, she had resolved "to let her alleged mind alone and do as she was told."

There can be no excuse for the surrender of judgment and conscience on the part of the teacher, either to the sages of old or to the rulers of the present. Every generation must solve the old problems over again, and should solve them better because of the light of added experience and the exchange of fresh thought. Every individual must solve his problems for himself by the best light he has, and should constantly look for more light to re-solve them by. Whatever "the men" may tell her to do, or whatever she may have been brought up to regard as her duty, every teacher stands before her pupils in a relation of direct responsibility to them, and has no business for one moment to think of herself as an automaton.

"Teach the curriculum?" Of course. "Follow the program?" Yes, if necessary but there is so much in the way you "obey orders." You may beliterally true to your compact with the committee and true to yourself at the same time, if you will only *keep thinking*.

"John, begin the grammar?" said an energetic three-R teacher who gloried in getting her work done before the end of the term. John began, "English Grammar is the art," etc. Thomas followed with, "It is divided into four parts," etc. Mary took up the cue and gave the next paragraph, and so it went round the class. Yesterday some other pupil "began the grammar." To-morrow this "wide awake teacher" intended to pounce upon some one else, by which "live device" each pupil every day fell heir to a paragraph he had not recited before. Day after day additional paragraphs added to the length of the recitation. The grade would thus be completed and "thoroughly mastered" long before the term was out. In course of time, a new superintendent appeared on the scene and criticised this practice. The teacher was surprised. She had never thought of questioning a "method" by which she had won "success" and commendation. Yet "Didn't think" was one of the wicked little imps she had often cautioned her pupils to beware of.

Another teacher had taught three years before she

made the discovery that the daily presence of pupils could be recorded by any other sign than a cross, exactly filling the little oblong provided in the roll-book for the entry.

True, there is so much to be thought about, that the best way at first is to step into our predecessor's shoes and wear them for awhile—but how necessary it is to to get our own on as soon as possible, and to change them as often as they wear out.

One's "firmly rooted convictions" may be mere prejudices, and the teacher, consciously or unconsciously, infects her pupils with these sometimes indefensible sentiments. She has herself acquired some of them in the same way. Examination and constant re-examination of one's own attitude toward questions of thought is the only way of earning the highest right to American citizenship, to say nothing of the right to teach America's future citizens.

Fröbel's Foundation Principles.

Fröbel's life and work supply the key to a right understanding of his teaching. During a lonely and unhappy childhood he acquired a habit of introspection and self-analysis more common than is generally suspected among reserved and thoughtful children. He felt keenly the deficiencies of his education, not so much as regards book learning as in the want of that atmosphere of love and home influence which molds the character and develops the mind.

The result of his painful experiences was a warm sympathy with children, and a quick insight into their ways, so that when he made his first trial as a teacher he felt "as happy as a fish in water, as a bird in the air. My life," he says, "had at last discovered its native element." From the very outset, however, he found that his ideas of education were so diametrically opposed to the system then in vogue that it was impossible for him to work on the conventional lines. He determined to work out a plan of his own, and from henceforth devoted himself to the study of child nature. The necessity of some such method had already been felt.

"We do not understand childhood," exclaims Jean Jacques Rousseau, "and the further we go the worse we blunder. I wish some judicious hand would give us a treatise on the art of studying children."

It is on the mastery of this most difficult art that Fröbel's claim to our attention rests. Instead of endeavoring to force the child into the conventional mold, he tried to learn from the child how best to meet its growing wants, and to develop its latent powers.

The ordinary stonemason looks on the block which he is about to work as something which must be hewn into whatever shape he chooses. The true artist feels that within the marble lies imprisoned a form of beauty which he endeavors to set free. Fröbel approached his work much in the same spirit. He abandoned the old system of educating men for "certain functions, certain modes of social utility," and was the first to realize that a child's nature "is, like the nature of all living things, destined to develop under given laws, and to produce a good or evil result according as that development is full and free, thwarted or misdirected."

Hence the necessity of studying the laws that govern the threefold nature of the child—the physical, intellectual, and moral; not separately or as disconnected units, but as component parts of an harmonious whole.

Hence, also, the necessity of continuity in education, for this also is a principle of nature, and if we are guided by her, each state must develop naturally out of that which has preceded it.

Acting on this principle, Fröbel insists on the paramount importance of early training, and a large proportion of his writings deal with the education of the infant while yet in the cradle. This was a point which had hitherto been overlooked, and of which the significance is not yet properly understood.

"It is a long way from the infant smiling in answer to

its mother's smile, up to the fulness of moral being, but the initial steps begin there."

It is, however, an entire misconception to suppose that Fröbel's system is applicable only to the training of young children; the principles he sought to inculcate lie at the foundation of all true education, whether of the infant, the child, the youth, or the man.

For his aim in education was the perfecting of all the capacities with which man is gifted, and the shaping of his destiny according to the laws of nature and of God; and he was guided by the abiding consciousness that he was dealing with immortal beings, whose full development and perfection could only be attained in the life to come.—*M. Steuart*, in the *Practical Teacher*.

Economics for the Young.

Economics is housekeeping. Falling into exclusive scientific usage, it is now housekeeping on a national scale. The community, even remotely, was considered an enlarged family and the state a great household. The wealth of the whole was the wealth of its parts. Massachusetts has it exactly in her constitutional name of "commonwealth." The state, old and new, was and is but the common wealth of all its families.

The science of wealth, the science of making a lawful living, the science of economics, and the science of managing the household, national and individual, are expressions equivalent and practically identical. With this as the only proper fulcrum of the social and commercial lever of the age, it is hardly less than a marvel that the curriculum of our public schools still refuses it educative rank. One of the most impressive spectacles of this century was recently witnessed in the streets of the metropolis when, thirty thousand American youth, in orderly march, were reviewed by the wage-earning classes of the nation. It was the coming generation actually in sight. Each one of them, released from school regime, is destined to pass under those severely operative principles which govern wealth, and be a seeker for the rewards of toil; while upon each should rest the mandate of the profoundly involved social fabric that those rewards should be earned in lawful modes. The seed of the field advances to just increase not only without injuring its neighbor, but to that neighbor's economic welfare; none the less should the nation's youth, passing from the school room into necessary servitude to the social organization, be fitted for prosperous careers under high loyalty to the laws which govern common wealth. Yet how many upon that threshold can intelligently read the business page of a newspaper?

—*Social Economist*.

[We do not agree that the seeds of the field grow without mutual crowding and detriment. They are unintelligent and have small power of self-adjustment. But human life has a higher evolution, having passed into a reasoning, a self-governing stage, and thus prepared itself for the Age of Ethics. It is for this reason that we would join with our contemporary in urging the importance of teaching economics to the young.—*Eds.*]

Valuable Suggestions.

1. Guard against the tendency to assign too long lessons. Ambitious pupils are overworked and soon get discouraged.
2. Inform the parents through the pupils that they are always welcome in the school room. Dissatisfaction may often be removed by a visit from the parents.
3. Do not send pupils to the principal or superintendent for small offenses. Discipline them yourself.
4. Avoid the spy system in securing discipline.
5. Hold your pupils responsible for what you see, and not for what others say they saw.
6. The teacher's chair should not be occupied all the time.
7. The control of a school involves self-control. Remember you can never exhibit vexations before your pupils without losing their respect.
8. Avoid hasty remarks. They are sure to be repeated in such a way as to cause you mortification.
9. If you cannot speak well of your co-laborers, say nothing.—*Ex.*

The School Room.

MARCH 18.—EARTH AND SELF.
MARCH 25.—NUMBERS, PEOPLE, AND THINGS.
APRIL 1.—PRIMARY NUMBER, ETHICS.
APRIL 8.—LANGUAGE AND DOING.



Among Clouds.

By SARAH E. SGALES.

LESSON I.

THE SKY.

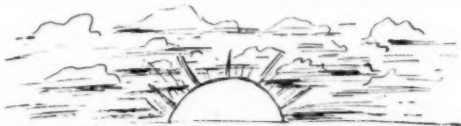
Choose a day when the sky is free from clouds, to make these first observations. Encourage children to see for themselves. The school yard or grounds will be available, if one cannot go into the fields. Hints only. Question children to bring out the points teacher wishes noticed.

What can you see? How does it look? What color is it? Does it appear the same height from the ground at all places? Look overhead, and then on a level of the eye, is it the same distance apparently? No, you say, it seems farther away, overhead, and that it meets the ground if you look far off. This place we call the horizon.

LESSON II.

THE SUN.

Select a day when the sun is bright and high up in the sky for this lesson. Provide smoked glass for the children, and on



no account allow them to look at the sun unaided by it. What can you see in the sky? (The sun.) How does it appear? (Round, bright, yellow, etc.) Is it always the same size? In the same part of the sky? When largest, and when smallest?

Stand in its direct rays. How do they feel?

With a lens or magnifying glass, show how the rays can be brought to a focus, and burn paper.

Recapitulate, in school-room, facts observed.

LESSON III.

CLOUDS.

Before beginning a lesson, review some of the facts of the lessons already known. What did the sun do to the paper? If you put water in a dish, and leave it exposed to the hot rays of



the sun in summer, what would you find out in regard to it? (That it had dried up.) Yes, in this way, water in the seas and rivers, etc., is being dried up all the time, or, as we say, evaporated.

The heat waves change the water particles, and make them lighter, and they rise. When the sun is very hot these particles float about in the air invisible, but if a cooler air meets them we see them as clouds.

This experiment will illustrate. (Fig. 1.)



Over a lamp place a kettle partially filled with water. Wait till it boils. Look at the kettle spout. What can be seen there? If you should put your hand over it, what would happen? (It would be burned. The very worst kind of a burn, too.) If we could look through the sides of the kettle, do you think we should see steam in it? Look at the spout when the water is boiling. Can you see any steam close to it? Where can you see it?

If the sides of the kettle were glass, you would see nothing inside but the water, and an empty space apparently,

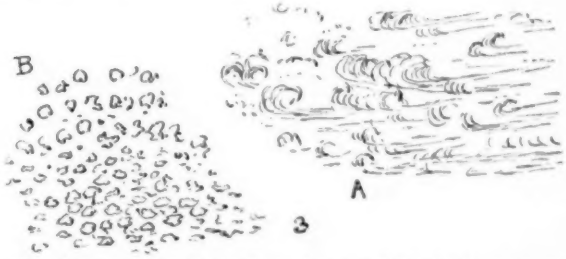
but it is filled with this hot, invisible gas which does not show itself till it meets cool air, a little way from the spout of the kettle. (Fig. 1.) The clouds form in a similar way.

LESSON IV.

KINDS OF CLOUDS.

Some pleasant day when clouds like heaps or piles are plenty, go out into the air with the children. Question them.

Look around you, do you see any water particles? Do you feel any? How does the air appear to you? Do you suppose there are any here? Yes, if there were none we could not breathe, and everything would die. Look at the sky, what can you see there? Clouds suspended, moving from one part of the sky to another. How do they move? What do they resemble? (Heaps or piles of snow.) Yes, we call them heaped up clouds. They have a base which is horizontal, and which marks the spot, where the visible vapor, or water particles, meet the cool air and are seen. Do they seem very high up? It is said they extend from half a mile to a mile. We call them dome-shaped clouds. Cumulus. (Fig. 2.)



For the next form, take a time when very high clouds are seen.

Look high up in the sky. What can you see there? Thin white clouds. What do they resemble? Feathers, perhaps. Yes, we call these little, white feathery patches, Cirrus, or feather clouds. (Fig. 3, a.) The water particles which rise as high as this, find a cold, thin air, and it is thought they change into small ice crystals. They are said to be miles above us. Clouds are changing constantly, the moisture rising or condensing, and hence we have many combinations. A very common type is what is called "a mackerel sky." (Fig. 3, b.) The name Cirro-cumulus, shows its origin. Often the cumulus clouds, in great numbers, float around and accumulating moisture, meet, mingle, and, if of different temperatures, condense with electrical discharges, and a thunder storm is experienced. (Fig. 4.)

LESSON V.

SUNSET CLOUDS.

If on some pleasant day, the children will look at the setting sun, they will see a different form altogether. See the next day what their impressions were as to shape, color, position, and stability.

Very likely, they will think they resemble bands of color, or layers. The name can be given, Stratus, or layer. The cause of the change in shapes can be explained.

As the sun gets lower and lower in the sky the air near the surface cools, and not being able to keep up the cooler moisture above it that sinks down, and spreads into these horizontal bands. The same form prevails at sunrise, and always is found low in position. The rays of the sun illumine it often, making the cloud beautiful in color, yellow and red combinations prevailing.

LESSON VI.

RAIN CLOUDS.

Another time when the sky is all overcast with clouds, make observations.

Develop that there is one gray or leaden mass, increasing perhaps until the air below is filled with moisture, and this, becoming heavy, falls to the ground. If the temperature is above freezing,



we see it as rain, if below, as snow. This cloud is known as Nimbus, or rain cloud, which, however, applies to storm clouds of any form. It is a common winter form. If water particles are visible near the surface of the air, we call them fog, or, if it consists of a fine drizzling form, we say a mist. Clouds are merely

fog at a certain height, and if we were up in a balloon, or on a mountain, we might pass, through many. We should call them fogs, probably, there. (See Heading.)

The cause of the rapid change in cloud form, is due to the rising and falling of the water particles, making new forms above, and evaporating below, and disappearing. Call attention to the uses of clouds.

A Geography Lesson.

By M. F. ANDREW, Cheviot, O.

The class has studied "Races," found out something about "governments," "religions," "manner of living," and has now come to the subject of occupations. The text gives the "principal occupations," as mining, agriculture, commerce, and manufacturing, devoting perhaps a half dozen lines to each one. The sad part of this is, that in many schools the pupil gets no more on either of these interesting topics than is found in the single text. The live teacher will go outside of the text for material. Suppose "manufacturing" is the topic for the day's lesson. The book studied gives the following very interesting (?) and useful information: "Manufacturing is that branch of industry by which natural products are fitted for the use of man." This is grammatically a good statement, yet how many classes will it inspire? Inspiration must be found in some other channel. One of the girls has thoughtlessly left her hat on the desk at recess. The teacher picks it up and asks of what it is made. A half dozen hands are raised and the answer, "Felt" is given. But what is "felt"? No one has ever thought of that before and in less than a minute every member of the class has a dictionary, looking for the meaning of the old, "new" word. Several have found it and some one is called upon to report. The dictionaries are abridged and the definition is not a very full one. Perhaps the following: "A cloth made of wool by fulling." Here is another new word that must be looked up. So far the meaning of an old word (felt) and a new word (full), with their meanings have been fixed in the minds of the children; but this is only a beginning of what comes out of the lesson. What of the wool? Many classes in these days can tell nothing in regard to how it is obtained from the sheep. Now is the time to trace it back till it is found on the backs of the sporting lambkins. Every pupil in the class is awake and the questions will come pouring in from all directions. A piece of silk ribbon or a silk handkerchief will be the text for another lesson. Go back to the time the butterfly deposited her eggs on the leaves of the mulberry and notice the hatching and growth of the worms; the spinning of the cocoons (some caterpillars placed in a box with a glass cover, will illustrate more than can be told in an hour); the process of utilizing them, and, something has been accomplished in the way of teaching. Take the shoes on their feet for another lesson. Some one in the class will have visited a shoe shop, where they are made, while many more will know nothing of their manufacture. But do not stop here. They should know how the leather is prepared. If possible send them to a tannery; if not tell them, or better let them find out at home, about "vats," "tan bark," etc., etc.

The very paper from which their books are made is an interesting subject, and will be worth an ocean of dry text-book statements. A few subjects that have been used successfully by the writer are appended. 1. Bread. 2. Linen. 3. Crayon. 4. Glass. 5. Maple Sugar. 6. Illuminating Gas. 7. Nails. 8. Tile. 9. Coal Tar. 10. Salt. 11. Soap. 12. Starch. 13. Beer. 14. Whiskey. 15. Rum. 16. Porcelain. 17. Brick.

Many more can be used by the stirring teacher, but there are seventeen too many for the one who does not stir.

A Talk on Tea.

-By F. E. STRYKER.

As the class filed in for their weekly object lesson they beheld two things, on the board the representation of a bush with its leaves and flowers, and on the teacher's desk, a real little tea kettle and burning beneath it a bright blue alcohol flame from a tiny lamp.

The teacher put a little oolong in a bowl and while waiting for the water to boil, talked about tea. The children all knew whence it came and listened eagerly as she described to them the tea plant, its peach-like blossoms and glossy leaves, the way it was gathered and dried and packed into chests and sent to all parts of the world. They were inclined to resent the sharp practice of the Chinese tea merchants. Indeed, one small girl broke out into open indignation on the subject of "our ever having horrid old used tea leaves."

The teacher spoke of the introduction of tea in England and America, and amused the children by telling them about the famous two pounds sent to the queen of England, as a wonderful and costly present, and which all the great people about the court helped to drink and criticise. (Here a small boy eagerly vouchsafed some information about the "Boston tea party" and the "sage tea" of the Revolution.)

Then the talk went back to China and Japan, and the children were told of the "tea houses," and the pretty little cups, in which a leaf is dropped and turned into a delicious drink by the quaint people of the East.

By this time, the water was on a "jump boil," as one of the girls said. The teacher poured it over the tea in the bowl and

the pleased little folk saw the dried leaves uncurl and become shapely before their eyes. They were allowed to fish out with lead pencils leaves for themselves and examined and compared them carefully. Different members of the class told about the way tea was made at home, and the teacher spoke of the Russian fashion of squeezing a little lemon into each cup. She also warned them of the evils of using too much tea, and described the condition of the poor "tea-drunkards," whose health and happiness had been ruined by excessive use. The next week the children handed in their written reproductions of the lesson, and the teacher found they had not only remembered her words, but had added many little items of interest which they had found in their books or heard of at home. The best of these was read to the class who supplied all omissions with verbal additions.

Topics in Physiology. I.

LESSONS ON THE SKIN.

By E. W. BARRETT, Lee, Mass.

Method. observe,
feel,
rub,
stretch,
color,
prick with needle at base of nail,
examine scales and pores with lens,
study a blister,
observe thickened or calloused parts,
get facts from experiments,
how is leather made?
collect varieties of hides and leather,

many comparisons { pig,
cow,
alligator,
birds.

Description. situation,
white,
soft,
moist,
elastic,
smooth,
blood-vessels (bleed if cut);
nerves (have feeling),
little lines running through
thick on { palms of hands,
soles of feet,
back of camel.

Color. white,
pink { lips,
nostrils.
tan,
freckles,
blondes and brunettes,
compare { people of warm countries,
people of cold countries,
Indians,
negroes,
Chinese.

Parts. seen by examining a blister,
dandruff,
falls off,
outer (epidermis) { scales } flat,
thin, } dry,
no nerves,
does not bleed.
inner (dermis) { tender,
has acute feeling,
red,
filled with blood-vessels,
elevations (papillæ),
glands { oil, } keeps moist,
sweat { near hairs,
small tubes,
comes from blood.
hair (lesson on)
nails (lesson on)
hoofs (kinds)
horns (kinds)
appendages { claws, } eagle,
hawk,
vulture,
shells,
scales.

Uses.	organ of feeling, throws off wastes, protects tender parts beneath, regulates temperature of body.	
	necessity of baths, time for bathing,	
Care.	kinds of baths	{ warm water (cleanses), cold water (stimulates), salt water, sun baths,
	keep pores open, powders (for face) clog pores, compounds for complexion poisonous,	
	complexion depends upon	{ general health, good digestion, frequent baths, wholesome food,
	avoid draughts, avoid perfumed soaps.	

These topics are well adapted for "language work." The teacher may record the statements of the pupils on the blackboard, according to the plan as shown above. To accustom the children to give extended recitations the topics may be consulted. Soon no assistance will be necessary. Written recitations should follow. The outline together with a composition may be preserved in language note-books.

A Shining Example.

By ADELAIDE E. STEELE.

Not long since we met two young men who, though connected by ties of kinship, were so literally unlike in personal appearance as to point a moral.

Icarus was small, slender, delicate-looking, John tall and strong, a giant in sinew, evidently endowed with great powers of endurance. Although no great conversationalist, there was a directness of purpose, a quiet force, about the latter suggestive of reserve power.

The night was a bitter, blustering one, notwithstanding which fact Icarus drew on his ulster after tea and buttoning it to the chin, set out for a walk to the nearest village, a distance of a mile and a half or two miles.

"Out of tobacco! He would walk ten miles, at any time, rather than do without the weed," commented John, pushing aside the curtain to peer into the darkness and blinding swirl of the storm.

"When I was a lad," continued he, modestly, "the other boys used to urge me to chew and smoke, with the argument that I would never be a 'man among men' until I had learned the accomplishment. I told them, '—with a laugh—'I'd be a 'man among women,' then, and I've never been sorry for the decision."

As we looked at the great big, manly man, with his splendid muscles, so calm, so cool and clear-headed, we couldn't help thinking if we were a boy we would ten thousand times rather be our own master than the slave of a habit which has not a single redeeming trait.

The man who for twenty years controlled Europe, Bismarck, employs homœopathic treatment exclusively for himself and family while in Berlin and has since the year 1870. When his physician, that good and sturdy Bavarian, Dr. Schenninger, was first called in he found Bismarck suffering from gout, rheumatism, and nervous prostration. After the manner of homœopaths he sought symptoms, and asked so many questions that the patient got angry and told him to "dry up"—or its German equivalent. Then the plucky doctor's dander rose, and he retorted that some horse doctor had better be sent for, as they never questioned their patients. Bismarck seemed dumbfounded at first, but finally burst out laughing and Schenninger was his physician, and a very successful one, too, from that date. —Exchange.

A physician writes: "Life would be prolonged by paying a little more attention to the heart. Much good might be done if parents would teach their children the danger of overtaxing the heart. They should teach them to stop and rest a few moments during their play when they begin to feel the violent throbbing of their hearts against the chest wall."

A final word about "Purifying the Blood." This is one of the silliest crazes that ever possessed the public, for there is but one way of purifying the blood, and that way is to inhale pure air into the lungs. *There is no other way.—Homœopathic Envoy.*

LITTLE



RUNAWAYS

AN ARBOR DAY EXERCISE.

By ELIZABETH R. MOREY.

Child representing Nature.

I hear somebody coming,

(Enter several children.)

Now tell me who are these?

Children.—We little ones have come here,
To see you plant the trees.

Nature.—Whence come you?

Children.—From the Alphabet,
Don't tell; we've run away;
We want to see how big folks
Keep their Spring-time holiday.

First child, A.

I am mamma's darling girlie
That's what I've heard her say,
You want to know my name, I 'spose,
It's just this big, big A.

Second child, R.

And I'm A's little brother,
O, we have come so far!

Nature.—Have you a name?

Second child, R.

Of course I have,
My mamma calls me R.

Third child, B.

I am their little cousin,
Perhaps you don't know me?
My mamma says I look like R,
But my name is only B.

Fourth child, O.

They call me "Roly-Poly."
Because I'm round, you know,—
If you want to know my truly name
I'll tell you, it is O.

Fifth child, R.

I'm most afraid I've lost my way
O, dear! I want mamma!
What is my name? Why don't you know?
I'm just another R.

Sixth child, D.

I want to find my papa now
And see him plant a tree,
Won't some one tell him I am here,
His little daughter D.

Nature.—Here comes another naughty child—
Come, little run-a-way,
And tell your name.

Seventh child, A.

O, don't you know?
I'm mamma's darling A.

Eighth child, Y.

I saw the others come this way,
And that's the reason why
I'm here; if you would know my name
I'll tell you; it is Y.

Together.—We hope no one will try to learn
The Alphabet to-day,
For if they do, they'll surely find
That we have run away,
Of course, to run away, we know,
Is always very wrong.
But now we're here, may be you'd like
To have us sing a song.

SONG, Tune: "COMIN' THRO' THE RYE."

Now the Spring time sun is shining
On the fields, I ween;

Veiled in misty robes of greenness,
All the trees are seen.
And we little lads and lassies,
Now have come this way,
So let us help you all to keep
This happy Arbor day.

Let us plant for future ages
Now the spreading trees,
Birds shall build their nests within them.
Rocked by ev'ry breeze,
Little children too shall bless us
In the coming years,
And ev'ry face shall wear a smile
When Arbor day appears.

A Sleepy Little School.

A funny old professor kept a school for little boys,
And he'd romp with them in play-time, and he wouldn't mind
their noise;
While in his little school-room, with its head against the wall,
Was a bed of such proportions it was big enough for all.

"It's for tired little pupils," he explained, "for you will find
How very wrong indeed it is to force a budding mind;
Whenever one grows sleepy and he can't hold up his head,
I make him lay his primer down and send him off to bed!"

"And sometimes it will happen on a warm and pleasant day,
When the little birds upon the trees go tooral-tooral-lay,
When wide-awake and studious it's difficult to keep,
One by one they'll get a nodding till the whole class is asleep!"

"Then before they're all in dreamland and their funny snores
begin,
I close the shutters softly so the sunlight can't come in;
After which I put the school books in their order on the shelf,
And, with nothing else to do, I take a little nap myself!"

—St. Nicholas.

Arbor Day.

NOVEMBER'S PARTY.

Arranged as a Pantomimic Reading for the primary department by the author of "*Preston Papers*."

(The effectiveness of this exercise will depend upon the costumes and upon the thoroughness of the drill which must time the action to the word. The reader is secluded, and the pantomime keeps pace with the reading.—AUTHOR.)

"November gave a party;
The leaves by dozens came;
The Ashes, Oaks, and Maples
And leaves of every name.

The Chestnuts came in yellow;
The oaks in crimson drest;
The lovely Misses Maple
In purple looked their best.

The sunshine spread a carpet,
And everything was grand;
Miss Weather led the dancing—
Professor Wind the band.

All balanced to their partners,
And gaily fluttered by,
The sight was like a rainbow
New-fallen from the sky.

Then in the rusty hollows
At hide-and-seek they played;
The party closed at sundown,
And everybody stayed.

Professor Wind played louder,
They flew along the ground.
And there the party ended
In jolly 'hands all round.' "

—George Cooper.

(The scene opens with November in the center of the stage "receiving" his guests, who come by twos and threes, and single, being announced by pages at the door—left end of stage—guests scattered in groups all about.

1. Enter Ashes, Oaks, and Maples.

2. Dancing sets are formed—with "Miss Weather" and partner at the head of the most prominent set.
3. "Professor" Wind and band play vigorously at right end of stage.
4. "Balance" all.
5. Finish any simple quadrille.
6. Separate as for a romp at hide-and-seek.
7. Come together as before for a "last measure."
8. "All hands round."

(Curtain.)

CHARACTERS AND COSTUMES.

November—a large boy; gorgeous costume, with white wig and whiskers.

Miss Weather—slender, with long hair, crimped, fluffy and sparkling with diamond dust. Dress of gauzy material, somber in hue, with bright sash, gay stockings, and slippers.

Professor Wind—dressed to imitate a drum major, as nearly as possible; must wear gloves, carry a baton, and assume a pomposity—if he has it not.

The Band—six small boys, with cornets, drums, cymbals, etc., which may be made for the occasion, or procured at a toy store—the real music being produced by piano (or organ) and violin—concealed from sight; the band only making believe.

The colors for the guests are suggested by the poem—and for the girls may be made from cheese cloth or tissue paper. Where no other color is mentioned, green in the various shades may be used.

The tinier the tots who can be drilled for the dancing, the better.

A Bargain Hunter.

(There is a table and a sign hung up, "This is my busy day." A young man comes in and seats himself at the table and appears to be at work very hard. A woman enters and they hold a conversation; the woman wears a bonnet and spectacles and is quite persistent. The man often seems wearied, but he is always polite. She drops umbrella frequently.)

A.—(Entering.) Now I must rush off a pile of work. Here are those letters from Jones & Co. about that car-load of grindstones. I sent that lot to them more than a month ago and yet they say they have not received them! Where can they be? Some one is roaring mad that he cannot grind his axe bright and sharp. Well, it is not my fault; the railroads are the ones Jones & Co. must go for.

Here is a letter from a man in Alabama who wants to know if I know of a man who will buy his patent rat-trap. (*Turns to audience.*) He takes up three pages of foolscap to tell me what kind of a rat-trap it is. Just see what he expects me to study over. I can make out only one word in ten, and whether his name is Clag, or Plag, or Flag, or Slag, is more than I can find out. (*Knock heard.*) Come in, hope that isn't Smith, for I promised to have a contract written out by ten o'clock and here it is nearly eleven. (*Woman enters slowly, looks around, drops umbrella.*)

B.—Is this Mr. Lovell's office or store?

A.—You are correct madam, what can we do for you?

B.—I was awfully scared just as I came up the stairs; there was a dog on the stairs—

A.—A dog? Never heard of any dog before.

B.—Well, it may not have been a dog.

A.—What can I do for you?

B.—(Looking around.) Why, they told me it was a feed store. There must be some mistake. Are you sure this is Lovell's store?

A.—Perfectly. What do you wish?

B.—Do you know the little drug store kept by a tall red-haired man down on the corner.

A.—Oh, yes, Stillman. Well, what can I do for you?

B.—His name is Stillman, is it? Well he isn't a still man, for all his name; I never heard a man talk so loud in all my life. (*Drops umbrella.*)

A.—What can I do for you?

B.—Well, I came into town to stay a day or two with my niece, Jane Hooker. You know her, lives in the brick house—

A.—Don't know her. What can I do for you?

B.—Well, come to think of it, I never told my husband where he would find his Sunday shirt and if he should go to church with that red flannel shirt. Oh, mercy on me!

A.—(Laughing.) Well, what can I do?

B.—So you see before I went up to Jane's I thought I would write him a letter and so I went into what-do-you-call-him's drug store.

A.—Stillman's? I'm in a great hurry this morning.

B.—So am I; for the mail goes out at twelve o'clock, and if Jake should wear that red flannel shirt to church, why, I never would want to show my head in Postville again. (*Drops umbrella.*)

A.—Well, madam,

B.—And when I asked that man for a postage stamp he said

in a loud voice, "I don't keep them. Get them at Lovell's."

A.—You want some postage stamps, is that it?

B.—Yes, I want to buy twelve, because I want one on the letter, one for Jake to put on a letter he is to send to my daughter, in Scrubtown, with a piece of striped ribbon, and she is to buy a half yard just like it.

A.—Well, we don't keep stamps to sell.

B.—Mercy on me (*drops umbrella*); have I come up all these stairs for nothing and been half scared to death by a dog, too?

A.—I was going to say, we don't keep stamps to sell, but we try to accommodate people. You want twelve stamps; is that it?

B.—Yes, here is a twenty-five-cent piece I took from the stage driver; he said it was good but I don't know. Once a stage driver gave me a bad quarter and Jake, he's my husband,—

A.—Well, there are twelve two-cent stamps

B.—Ain't you going to give me one cent back?

A.—Certainly—there it is.

B.—These are the new stamps (*looks at them carefully*).

A.—Yes, these are the Columbian stamps.

B.—Ain't the others cheaper?

A.—No, ma'am. Is there anything else?

B.—Have you got the old kind?

A.—Yes.

B.—You don't suppose Jake wouldn't know what these new ones were for, would you? Some of our folks calls them "porous plasters."

A.—He'll know; don't worry about that.

B.—Couldn't you sell me a dozen of those old ones for fifteen cents?

A.—No, ma'am. We only keep stamps to accommodate people.

B.—I think you ought to have your store down stairs, it was a mighty trouble for me to get up here. My umbrella kept sticking into the stairs.

A.—Nothing more, is there?

B.—You had better sell me those old stamps for fifteen cents—old goods are always cheaper. (*Drops umbrella*.)

A.—No, they are just as good.

B.—Well, I'll write my letter to Jake. (*Exit*.)

A.—Whew—my morning is nearly used up. (*Noise at door*.) Great Scott! I hope she is not coming back. (*She enters*.)

B.—That black dog is on the stairs and won't let me go down. (*Drops umbrella. A goes to door and returns*.)

A.—It's your black bag that you dropped.

B.—Mercy on me! Why, I wouldn't have lost that bag for a fortune. It's got a chicken for Jane in it. And there is no dog on the stairs?

A.—No, ma'am.

B.—I'm much obliged to you. (*Exit*.)

A.—Now I'll tell Jones about his grindstones. (*Noise heard*.) Is that woman coming back?

B.—I think I'll buy one more stamp.

A.—Certainly. Here it is.

B.—I'm going to have Jake write me whether he finds his biled shirt or not.

A.—Good idea.

B.—My niece that lives up in the brick house. (*Bell rings*.)

A.—You must excuse me, madam, I have to get out a lot of merchar.dise. (*Exit both*.)

The Snowflakes.

(To be sung to the Kindergarten Tune of "Good Morning Merry Sunshine.")

The snowflakes now are falling,
And one by one they come;
Each one is loudly calling,
Oh, let us have some fun!

Just watch us here, and see us there,
While we so gently fall;
Why soon we'll just drop everywhere,
And loudly we will call.

Oh, let us all so nicely play,
And have some good old fun;
And only into "Mischief's" way
Be careful not to run.

A. K.

Consistency.

Reproach me not, though it appear,
While I true doctrines teach,
I wholly fail in my career
To practice as I preach.

Yon guide-post has, through countless days,
"To London" pointed on,
Nor once has quit the angled ways,
And up to London gone.

—Doane Robinson, in *The Century*.

Correspondence.

Straws Show How the Wind Blows

Here is a paragraph taken from *Pansy*; it is a straw which shows pretty conclusively that spelling reform is stirring in the intellectual atmosphere to a greater extent than most people imagine.

"Here is our list of eight words. Study them carefully until you become familiar with their look. I do not think I would use them much, as yet, lest people should suppose you did not know how to spell. Probably before you are men and women many of them will have come into common use. Indeed two of them can be found now, in the columns of *The Independent*, and several other leading journals.

Present way.

Liabie.
Know.
Heart.
Earth.
Incense.
Through.
Throu.
Love.

Proposed change.

Liabl.
No.
Hart.
Erth.
Incens.
Thru.
Tho.
Luv."

The teachers will tell the children that to learn the current spelling is, at present, a necessity; but after a while that spelling will be made easy and reasonable. A child wastes time and mental energy, which could be employed in useful studies, while it is memorizing t-i-e tie, e-y-e eye, n-i-g-h nigh, c-r-y cry, g-u-y guy; and when called upon to spell *by*, the poor child is utterly at a loss whether to spell it b-y-e, or b-u-y, or b-i-g-h, or b-y.

ELIZA B. BURNZ.

From the School-Rooms.

The subject of work to engage in when school life was over came up in my school and I was surprised at the interest that was apparent. One boy thought he should go to Southern California and raise ostriches and sell the feathers; another boy asked if seals could not be raised in Salt Lake or in ocean bays for their skins. He said they could be made as tame as a sheep. Another boy said he was planning to be a conductor on a railroad. "Another boy was going to be a writer on a newspaper. Most of the boys intended to be farmers, but to raise things that were more profitable than corn or wheat. Several of the girls had thought of learning typewriting. One girl was going to be a dressmaker, for her aunt in the city had paid \$15 to have a dress made!

I made the occasion turn on the need of education for every occupation they had mentioned. "That will need considerable education will it not?" was my question as they named an occupation. It let me see that my boys and girls were thinking of the future.

E. G. BUTLER.

I have continued to draw well enough to put some pictures on cards for picture stories and the pupils are immensely pleased. I enclose four of these. I copy them more or less from illustrated papers. It does not require very much talent. And then I have six pupils that illustrate their stories. Of course these are crude enough but it develops interest. Many pupils write daily. And we have two who ask to read their inventions; one of these is very original and funny. I have got my pupils to the point where they like to write. It is a question now of paper.

R. F. K.

School Morals.

Morality is based upon principles of the Christian religion. Without these principles, morality is only nominally so. Intellectual development seems to be the most prominent object of common-school instruction, while moral training is grossly neglected.

Every school-house is a moral and intellectual fort of America, training up a garrison to protect her interests against the invasion of ignorance immorality and crime, or to betray them into the hands of the enemy. Next to the parent there lies within the teacher's field of action the possibility of influencing the child for weal or for woe. The teacher's example and influence are even more potent than the efforts of the pulpit.

Fellow teachers, character is being formed in the school-room, and moral lessons are received by the children whether consciously or unconsciously on their part or the teachers. It remains then for us to consider how desired results may be reached in the line of moral training in the school-room.

The whole philosophy of school morals lies in ruling the emotions by directing the will of the pupil to noble ends. The teacher too often fails by expecting immediate results, when his chief concern should be to use the right means at the right time, leaving consequences and results to take care of themselves. The first step to this end is to be moral ourselves. Our pupils will shape their conduct and behavior according to our example rather than to any precept we may give them.

In morals as well as in points of knowledge the teacher should lead his pupils on to right action.

In the child's moral nature, sympathy is the ruling impulse and influence the controlling power. It is true the child's moral tendencies are largely the result of home influences, but for these the teacher has not to answer. Home influences can be counteracted to a greater or less extent in the school-room by calling into daily exercise the moral faculties of the child until habits of right thinking result in habits of right doing. To do this the teacher must begin with strict discipline in his school. Pupils should be taught habits of order, regularity, punctuality, industry, truthfulness, obedience, regard for the rights of others, and a general sense of justice. Habits of order and neatness may be formed by teaching the pupils to be cleanly and neat in person and dress; leaving the mud where it belongs, keeping the floor free from paper and scraps, always having an orderly arrangement of materials within their desks; being exact in recitations on all points of importance, and placing written work on the board so that it will speak for itself.

A sense of justice may be impressed upon the school by the conduct of a just and impartial teacher.

From history examples of justice and injustice, of right and wrong, should be made very conspicuous. The causes and incidents of the different wars afford good examples. Biographies of men of integrity, noble patriots and philanthropists should be carefully read with a view to inspire a desire for noble action. Biographies of Wm. Penn, Washington, Franklin, Patrick Henry, Lord Chatham, Abraham Lincoln, and Garfield, and others of like character are good examples.

Finally, fellow teachers, let us remember the relation of the school to the church and the state that the welfare and prosperity of our nation germinates with the school boy; and keep in mind the susceptibilities and tenacity of the youthful mind and the influences that can be brought to bear upon it.

W. F. ROSS, B. A.

What is a Zone?

The several geographies in use in our schools define zone as a "belt of climate." The temperate and torrid zones resemble belts, but the frigid zones cannot be conceived as "belts" unless we consider that the north pole occupies space not occupied by the zones. In shape the frigid zones resemble the surface of a segment of a sphere. The torrid zone resembles a lady's belt, but the frigid is in shape similar to the cover of her parasol. It is evident, therefore, that the term "belt" does not describe the surface surrounding the poles. Who will frame a definition that will define all the zones?

J. K. ELLWOOD.

(1) Are there bacteria in the air? (2) Where do they come from? I have a boy who is crazy to know about them.

A. D.

(1) Seeds of bacteria float in the air, they fall in milk and turn it sour; and now it is believed they are the causes of many diseases. If you have a microscope that will magnify 1,000 times you can interest your "crazy boy." Take a little bouillon (water that beef is boiled in) filter it and boil it so as to destroy any germs, set it in a warm place, and in a few days take out a drop and put on a slide; you will see that there must be millions in your bouillon. These have been examined and classified; all bacteria are divided into four classes according to their shape: (1) bacteria proper. (2) micrococci; (3) bacilli; (4) spirillum. No. 2 are round and are found in the mouth; they increase by elongating and then separating into two parts; these elongate, separate, and so on. They are harmless in the mouth, but if a rabbit is inoculated with saliva, they increase in the blood in large numbers and thus the rabbit is killed. Bacteria are the cause of typhus, typhoid, and yellow fevers, of consumption, cholera, etc. Typhoid fever, it is said, is communicated by either water or milk. Very many wells have impure water; the water of barn-yard drains or privies gets into them and causes typhoid fever. (This is a large subject and only a little can be told here. By all means encourage your "crazy boy;" he may turn out a Pasteur.)

It is claimed that Stonehenge on Salisbury plain has an astronomical significance; what is the particular point that is claimed as illustrated by these stones?

E. B. F.

Stonehenge was composed of about 130 stones, and the general plan was that of a double circle of stones inclosing two ovals, which formed, perhaps, the sanctuary, or holy place, of the temple. The great circle was composed of enormous perpendicular stones, about twenty feet high, supporting a row of horizontal ones, which are secured in their place by well-formed mortises and tenons. All the stones have been quarried and shaped by means of tools.

In the center of the edifice is a block of stone sunk low in the ground, which is popularly called the altar stone. At some distance to the northeast, and standing outside of the circle, is a separate monolith known as the "Friar's Heel." It has been often stated, that on the 21st of June the rays of the rising sun shine directly over the Friar's Heel and fall upon the altar stone in the center. This was tried this year and found to be correct. This shows that Stonehenge was built by a people considerably advanced in civilization, and adds weight to the theory that it was a temple devoted to sun worship.

What is meant by the "Alabama Claims"?

R. C.

These were claims made by citizens of this country against the British government for damages caused by the Confederate States steamer *Alabama*. This the British had allowed to leave port after the American minister had called attention to her character. The Confederate States had never been recognized and so the British government was compelled to pay \$15,500,000. The matter came before a tribunal consisting of a judge, named by the president, one by the queen, one by the king of Italy, one by the emperor of Brazil, and one by the president of Switzerland, which sat in Geneva, and they fixed upon the above amount, which was paid.

I notice that the term phagocytosis in the newspapers, but do not see it in the dictionary; in my class once a week new words are brought up; this will come up soon; please explain it.

E. L. F.

New Jersey.

It is a term used by physicians to describe the warfare that goes on in the body against the growth of the bacteria that induce scarlet fever, diphtheria, measles, typhoid fever, Russian catarrh, etc. The seeds of bacteria float in the air or are in the water; finding entrance they cause disease.

Spring is here, the best time to purify your blood. Take Hood's Sarsaparilla this spring.

Editorial Notes.

The well-rounded treatment of the fad question by Col. Parker which appears in this week's JOURNAL should have been given before a mass meeting of Chicago citizens. It is difficult to reach the great lay public with true notions of education. The newspaper press treats the question sensationally, or from the mercantile side only. Our readers should interest themselves in placing Col. Parker's article in the hands of as many intelligent parents and—shall we say it, as many lay teachers as possible.

The resolution passed at the superintendents' meeting, providing for an examination by a committee of ten into the prevailing systems of school organization, etc., outlines an important work. The question, *Can school studies be conducted according to the well-known principles of education, especially in large cities?* will surely have some light shed upon it by this committee.

What happens to people who put themselves as obstacles before the Car of Progress is that they get run over. It is to be hoped that the Chicago board of education will get out from under the wheels before it suffers any mischief. May the educational exhibit at the World's fair speak a language intelligible to lay citizens and impressive enough to change the tide of local school criticism! Something beyond the three R's, taught for their own sweet sake, is necessary to develop good citizens.

It sometimes happens that a man has obtained a standing before the public as possessing educational qualifications, and is elected to the office of state superintendent of schools because of supposed special fitness. What shall such a man do when his term of office is over? A vacancy in a university or college does not appear and he is without an occupation. For this reason men holding permanent places will rarely allow their names to be put on political tickets.

This point deserves attention—the want of permanence in the office of state superintendent of schools. The teachers of every state should make it their business to have the office at the disposal of a state board of education, so that if the man is competent he may be retained and if incompetent cast adrift. It is the opinion now of most thinking teachers that so long as it is a political office a change is beneficial; as one remarked "we cannot be worse off."

It is really remarkable how little the ordinary state superintendent accomplishes. There are county superintendents who have declared they would accomplish great things if they only were at the educational helm; it has sometimes happened they have been put there, and nothing came of it. The enormous details (in a state of the ordinary size) have swamped them.

No man has accomplished anything in the office of state superintendent who did not have some capacity of developing in the minds of the public and the teachers a higher conception of education. This demands men of a large pattern, men of large ideas.

With them whether the school-house shall be of logs or of bricks is incidental; whether the pupils stand in rows when they spell or sit at their desks. The great state superintendent of schools aims to have the pupils rightly seconded in those efforts for development the Creator has arranged to go on within them. This he sees demands the consecration of the best minds and so the practical problem for him is: How can I get young men and women of the best minds to do the work of the school-room?

Robert W. Stevenson, for many years superintendent of the schools of Columbus, Ohio, died a short time ago. Those who attended the Saratoga meeting of the N. E. A. will probably recollect the witty speech of this sturdy Westerner. Mr. Stevenson was widely known as an educator and had many friends.

Editorial Correspondence. IV.

Tampa is an old name in American history. The immense bay on which it is situated made it the starting point of the early explorers; it afterward became a military post. When the United States came into possession, many of its expeditions against the Seminole Indians were directed from this place. It lingered along in obscurity with a population of about 1,000 until railway communication was made with Jacksonville and the North about five years ago. Its population is now about 10,000 and steadily increasing. The west coast of Florida has a remarkably fine climate in the winter; it is a climate entirely different from that of the east coast. The prevailing winds are from the Gulf of Mexico and are soft and balmy. Tampa is a favorite place for all who seek a mild winter climate. At present the hotel and boarding house accommodations are entirely insufficient; in February and March, it is not easy to accommodate the visitors that flock here.

Tampa now has quick communication with Key West and Cuba; excursions are also made to Nassau; boats come here from New Orleans and Mobile. There are large manufactories of cigars, the workmen being mainly Cubans; about \$30,000 is paid monthly in wages. Oranges valued at \$100,000 were shipped and phosphates to the value of \$275,000. The mining of different forms of phosphate, by the way, is becoming an important part of the industries of Florida. It appears from the custom house records that

in 1889 there were shipped	7,600 tons.
" 1890 " " "	56,600 "
" 1891 " " "	180,400 "
" 1892 " " "	287,821 "

This phosphate appears in two forms, in pebbles and in rocks; the former mainly in the southern, and the latter the northern part of the state. It is shipped to ports in Germany, England, Spain, France, as well as to ports in our land. Its value may be roughly stated as \$5 per ton. The facilities of the port will give Tampa considerable eminence; there is a boom on building lots and orange groves; new houses are being built, and an appearance of progressiveness is setting in.

Across Tampa bay, twenty miles wide, is a peninsula that is much in favor with tourists; here is St. Petersburg where the fishing is simply immense; one can throw out Spanish mackerel about as fast as he can bait his hook; you go up this peninsula on a railroad and reach Sutherland, Dunedin, Clearwater Harbor, Tarpon Springs, etc. All these look out on the beautiful waters of the Gulf of Mexico. Of Tarpon Springs I wrote when I spent the winter there. It is a beautiful section of the country—I speak now of climate. The stretches of sandy land, the pine trees, give a sameness to the Florida landscape that disappoints the sense of beauty, measured by the northern standard.

The growth of Tampa must increase the public school facilities. In Florida the school system has but a partial development; all the schools of Hillsborough county, for example, are under the direction of a county school board (appointed by the state board) and a county superintendent elected by the people. So that Tampa's public schools are managed by a board of education, not immediately in the interest of the residents of Tampa. It is a plan that must, and will, give way to one in which the citizens of Tampa will manage their own schools.

The schools of the county have an able superintendent in Prof. Buchholz; the principal of the Tampa schools, Prof. B. C. Graham, is a man of unusual earnestness and competence. He and his assistants unite in monthly meetings to study the science of education; they find EDUCATIONAL FOUNDATIONS useful as a text-book at these meetings. Altogether the educational outlook here is encouraging. The salaries are too low, however, to reward the devotion that is so apparent. There are many signs that Florida is to take a front rank in the educational world; the most apparent of these is the study of pedagogy going on in cities like Tampa. Even smaller places have monthly meetings of teachers at which there is solid questioning concerning the history, principles, methods, and civics of education.

It is not easy to portray the difference between this, the most

southern state, and New York and New England. One needs thinner clothing, and yet not the thin linens suitable for the northern summer. We sit on the piazza morning and evening; in the middle of the day it is very hot in the sun; there is usually a breeze, however; when the sun goes down it quickly becomes dark, the twilight not lasting as at the North.

The night breeze is loaded with fragrance from the orange trees; it is the last thing one notices as he falls asleep. Many flowers are in bloom, the rose, the phlox, the hibiscus, the rose-salea, the yellow jessamine, the violets, the blackberry; beside the orange and cherry trees, acacia, the mulberry and maple. The river and bay are dotted with sail boats; pelicans and gulls are sailing about in summer fashion; the mocking bird is heard in the trees. This is indeed a tropical country, and it seems well fitted for a place of refuge during the winter storms at the North. This is the reason the streets of Tampa are so thronged and the hotels crowded.

Shall the teacher who has saved a little money, and is not able to battle with the world at the North come to Florida? This question has been asked of me already by two readers of THE JOURNAL, one in the state of Maine and the other in Michigan. I cannot undertake the specific, that is to say, whether these two particular teachers should come here or not. I have met with quite a number who have come here in a shattered condition of health, and have become strong and who would not return to the North under any circumstances. The true plan for one who thinks of cutting loose from the North is to come and see—to come and spend a winter here.

As to business opportunities it may be said that there are good openings of various kinds—for men. Women who rent houses and take boarders, or rent out rooms, can do well in cities like Tampa, or Jacksonville, St. Augustine, Ocala, etc. To get good board, such as Northern people are accustomed to, is not easy, and those who can supply it have full houses. A smart woman in Tampa can do better than teach school. And here it should be said that no teacher from the North should come here expecting to get a place in a school, for so many have come with this expectation that the market is overstocked. Always write to the county superintendent and ask his advice before coming.

As to raising oranges as a business, that can be done. There are many here who want to sell groves now in bearing condition; these are the ones to buy—if they are offered cheap. I know of one teacher who bought a grove for \$4,500 that sold oranges that netted him over \$1,000 in one year; besides he lived on the place, kept a cow and a horse. He did not pick the oranges himself, but sold them on the trees—this is a common way. Certain it is that the people here, when they have money to spare, watch for a cheap orange grove and buy it. No one should think of raising an orange grove for himself; he should buy one ready planted, and if possible now bearing oranges, and producing an income.

In Orange county I met last year a lady who came here in poor health; found a fine orange grove to be sold at \$4,500. She got five teacher friends to put in \$500 each, put in \$500 herself, and bought it. The first year she realized about \$1,000 from oranges, and completed the purchase. She has paid off her associates, and now owns the grove herself. All could not do this, for she is very energetic, and is now quite robust. Yet many a person comes here and by living out-of-doors the year round (windows are open the year round) acquires a degree of health unknown where they are. It is well worth while for many a half-alive teacher, taking cold at every change, to think of Florida. Let them acquire information before they invest. Let them see the land before they decide.

A. M. K.

Tampa.

A member of the Wisconsin legislature has prepared a bill making it compulsory for the school boards of the state to provide free text-books. The books on physiology and hygiene are to be approved by the state superintendent and the state board of health. To secure uniformity, it is proposed that the state superintendent shall confer with prominent teachers of the state as to the best text-books and to prepare a list containing not less than two books upon each subject, from which school boards are to make selections for the schools under their control.



The Largest High School in the United States.

The recent addition to the Girls' High School, Brooklyn, New York, makes it the proudest structure of its kind in this country. It is situated on Nostrand avenue. Its front occupies the block between Halsey and Macon streets, and the building extends back to a depth of 268 feet, its greatest width being about 165 feet. Every part of this four story and basement building will be in demand in the near future for active school purposes. The greater part of it is already occupied by its 1600 pupils, and the unfinished and unfurnished portions are being prepared for occupancy as rapidly as possible. One of these is the new reference library. Another is the space allotted in the well-lighted basement to the physical and chemical laboratories which will soon be removed to these new quarters. Another is the natural history room, which according to present intention, will contain only the specimens actually studied by the pupils, no attempt at a museum being contemplated. Another is the room for illustrated lectures. This is the old auditorium, diminished to a seating capacity of five hundred. Here the stereopticon will be brought and such other apparatus as is needed for the illustration on the screen of subjects in history, natural history, physics, etc.

The new auditorium, two stories high, has seventeen hundred seats, reached by four entrances on the main floor and three to the gallery. Its proportions and acoustic properties are perfect. Standing on its platform, one is deceived in the size of the room and speakers have to be warned of this illusion.

The offices of the principal and his first assistants are on the first floor, near the entrance. A system of electric bells affords communication from this point with all parts of the building. Electric light is also "on tap" throughout. Of the fifty classrooms all are in use but four. These will be needed after the February promotions.

The school has had a history typical of the swift educational progress of the times. In the early part of 1878, Brooklyn had no high school, and popular opinion was strongly opposed to such an institution, the overcrowded primaries seeming to demand all the money that the city could afford for the betterment of its school system. A few earnest friends of higher education, however, secured the initial steps by which this institution came into existence. The graduating classes from the grammar schools were brought together in a building leased for the purpose, and organized as The Central Grammar School. What was substantially a high school course of study, though somewhat limited, was provided, and the school entered on its career under many difficulties. Amelioration in the primary departments went on at the same time, and by the time the Central Grammar School had painfully outgrown its conditions the mind of the public had

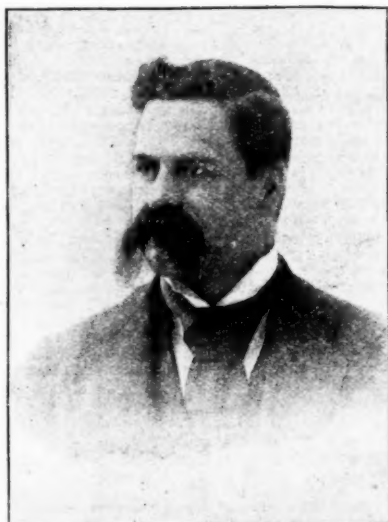
changed sufficiently to make the purchase of property and the erection of a building for its better accommodation not too bold a stroke on the part of the board of education. By the time this building was ready for occupancy, it was known that the girls of the school would need it all, and that the disappointed boys, being far in the minority, must stay behind in the old rented building. The school remained one, however, under its first principal, Dr. Leighton.

In June, 1887, Mr. Calvin Patterson resigned as city superintendent and became principal of the school, which then numbered about 750 girls and about 250 boys. President Hendrix, of the board of education, one of the warmest friends of the school, next succeeded in having its name changed from the misnomer. "Central Grammar School" to "Central School."

The rapid growth of the institution soon necessitated its separation into what became known as the Girls' High School and the Boys' High School. The growing generosity of the public has since erected a fine building for the boys, besides providing with real munificence for the restless expansion of the girls' school. Two companion facts are well worth noting. During the period covered by this brief history, the primary children of Brooklyn have made a phenomenal advance toward proper accommodation and tuition and the better streets of the city have built up with equal rapidity. High schools do not appear to be machines for municipal impoverishment.

About two years ago, at the time of separation, a new course of study was adopted for both schools, and incoming classes were entered upon it. This provides a commercial course of two years, an English course of three years, and a language course of four years. Pupils in the commercial course of which there are at present about 150, have the option of stenography, and typewriting or one of the languages, German, French, and Spanish. Pupils fitting for college, in the language course may take an additional language in place of chemistry, astronomy, psychology, and logic, English or physiology. Drawing is optional in the latter part of all three courses.

Young as this institution is, it has already made its mark. But one high school has made, through its graduates, a better score at Cornell university, and Miss May R. Fitzpatrick, of the Brooklyn high school who took the university prize of \$800 on her entrance examination at Wellesley, is at present leading her class there. This is accounted for by the splendid ability of Principal Patterson as an organizer (which marked his administration as superintendent of the Brooklyn schools) and by the fact that the roll of teachers represents every college in the country that graduates women.



Henry R. Pattengill.

Henry R. Pattengill, state superintendent of Michigan, was born in Mount Vision, Otsego county, N. Y., in 1852. He obtained his education in the district and village schools, and later at the University of Michigan, where he was graduated from the literary department in 1874.

For ten years after graduation Mr. Pattengill was superintendent of schools in St. Louis, Mich., and Ithaca, Mich. During most of this time he was president of the Grafton county teachers' association, and a member of the board of school inspectors, and later of the county board of examiners.

In 1885 he became associate editor of the *Michigan School Moderator* and one year later sole owner and proprietor, which position he has held since that time. He is also author of a "Civil Government of Michigan," and a "Manual of Orthography," a set of "Michigan Historical and Geographical Cards," and several other books for teachers.

From 1885 to 1889 Mr. Pattengill was assistant professor of English in the State Agricultural college. At the recent election he was chosen state superintendent of public instruction. He believes in progressive and practical education, has had large experience in the management of schools, and is thoroughly acquainted with the needs of the educational institutions of Michigan. He is very popular with the teachers of the state.

A school teacher in England has lately been voted a pension of two shillings a week. She is 75 years old, and has taught an "infant school" for forty years "at a wage of four shillings a week."

We take pleasure in giving space to so well deserved a compliment as the faculty of the University of Cincinnati, paid Dr. E. E. White on his removal to Columbus. Dr. White is an educator of the highest rank.

"We desire to express our high appreciation of the eminent services rendered by Dr. E. E. White in the cause of liberal education during his residence in Cincinnati, and especially to acknowledge the indebtedness of the university to him for his unflinching interest and zealous activity in every movement affecting the development of our college work. Dr. White, during his long career as an educator, while commissioner of the common schools of Ohio, president of Purdue university, and superintendent of the public schools of Cincinnati, had accumulated a fund of practical information that made his services as chairman of the committee on the academic department of the board of directors, of peculiar value to the university, and particularly helpful to the Faculty. Animated with enthusiasm for the growth and increased efficiency of our university, he was always ready to give generously of his time and thought to further its interests. While we recall with grateful remembrance his loyal devotion to the welfare of the university, we cannot refrain from also expressing our recognition of the great value of his labors in behalf of the other educational interests of Cincinnati. His management of the public schools and improvement of their methods of instruction and his active work in the board of trustees of Lane seminary, as well as in the board of directors in our university, have endeared him to all lovers of learning in our city.

"We feel that the removal of Dr. White from our city deprives the board of the counsel of one of its most useful members, whose judgment, ripened in the school of experience, was largely depended upon in the management of the academic department. And while we give expression to the sincere regret caused by the loss from our midst of so valued an adviser and co-laborer, we would convey to Dr. White our earnest hope, that, in his new surroundings, he may find, not only an enlarged field of usefulness, but also a circle of friends as numerous and devoted as those he leaves behind him."

The legislature of Illinois authorizes the establishment and maintenance of kindergartens in connection with common or

public schools, whenever ordered by the board of education. Children between the ages of 4 and 7 years are to be admitted to kindergartens just as they are to the public or common schools.

The Teachers' Association of Coles county, Ill., intends to establish a library of carefully selected professional books. Each teacher in the county will contribute one dollar to the library fund. Supt. Feagan, of Charleston, Ill., is taking an active interest in the enterprise. He is known as a hard worker, and it will not be long before the library is in full operation. Here is a plan that might well be adopted by other teachers' associations. We shall be much interested in the plan for distributing the books and how best to secure their study.

The Ocala, Fla., *New Capitol* of March 10, says: The teachers of Ocala invited Professor Amos M. Kellogg, editor of the *New York School Journal* to meet with them in conference yesterday. After the dismissal of the pupils Prof. Kellogg spoke concerning educational progress, the introduction of better methods of teaching, of the desirability of studying education as a science and of practicing it in accordance with established principles. Mr. Kellogg visits the leading places in our state and is usually placed among the list of speakers at the annual association of teachers. He says he finds evidences of progress everywhere and is especially pleased with Ocala. He goes from here to Orlando. *THE SCHOOL JOURNAL* is a favorite in all parts of the country.

For three years the Regents have been giving special attention to increasing requirements in English, and exacting better teaching of the vernacular from the schools. They have now made an ordinance requiring satisfactory teaching in English, specially in composition, for at least three hours each week during the academic course as a condition of admission to the university, or of retention on the list of institutions in good standing. It is proposed steadily but gradually, to increase the requirement in English, for admission to academic standing, thus exacting better teaching in the grammar schools, and also to raise both the quantity and quality of English teaching in the high schools and academies.

A plan has been ordered submitted to the principals for their suggestions, under which the answer papers of students in all academic examinations will be marked, not only for the knowledge of the subject, but also for any errors in the use of English. This will mean that every teacher in every school, will be held responsible, not only for the subject taught, but for a reasonable oversight of the English used by the pupils in their recitations and written exercises. While no change will be made without full consultation with the school authorities, it seems to be the settled purpose of the Regents to raise materially the standard of English teaching in New York schools.

The New York State Department of Public Instruction has issued a bulletin, dated March 6, from which we make the following extracts:

IMPORTANT DATES.

May 1. Opening of Columbian Exposition.
May 5. Arbor Day.
May 30. Decoration Day. (Legal holiday.)
June 3. Examinations for State Scholarships in Cornell University.
Aug. 1. Annual School Meetings.
Aug. 21-25. Examinations for State Certificates.

UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.

Following are dates for Uniform Examinations during 1893:

For Second and Third Grade Certificates:		For First Grade Certificates:	
January 21.	June 8.	March 7 and 8.	
February 11.	August 15.	August 15 and 16.	
March 7.	September 2.		
April 1.	October 7.		
May 6.	November 4.		

Members of Teachers' Training Classes are not eligible to enter an examination during the time the class is under instruction.

REGENTS' EXAMINATIONS.

March 13 to 17, 1893. September 26 to 28, 1893.
June 12 to 16, 1893. November 27 to 29, 1893.

EXAMINATIONS FOR STATE CERTIFICATES.

Examinations for State Certificates will be held August 21 to 25, 1893, at the following points:

ALBANY—At High School Building.
BUFFALO—At Normal School Building.
ELMIRA—At the Academy Chapel.
NEWBURGH—At Newburgh Academy.
NEW YORK—At No. 9 University Place.
OGDENSBURG—At the Academy.
ONEONTA—At Normal School Building.
ROCHESTER—At High School Building.
SYRACUSE—At High School Building.
UTICA—At High School Building.
WATERTOWN—At High School Building.

The graduating class of the Rockland (Me.) high school some time ago voted to do away with individual "speaking" this year, and have instead an address from some distinguished educator, with the awarding of diplomas and other graduation ceremonies.

Miss Mary E. Garrett, of Baltimore, has given \$307,000 to Johns Hopkins university to complete the endowment of \$500,000 necessary before women can be admitted to the medical school.

The women teachers of the Philadelphia public schools have formed an Educational Club, of a character kindred to that of the Male Teachers' Club. Several hundred members have already been enrolled.

The celebration of the kindergarten anniversary in St. Louis was a decided success. The practical outcome is the formation of a mother class. Miss McCulloch has been chosen as instructor. The main purpose of the class is to study the application of the teachings of Froebel to the home life and amusements of the children.

The Washington *Post* speaks very highly of the work done by Miss Mary R. Pollock, among the Osage Indians. Miss Pollock was appointed by Com. Morgan to conduct a kindergarten and primary school in Oklahoma. The little Indians love their school, and there are hardly seats enough to hold them all. Good teachers are in great demand by the Indian department of the government, particularly kindergartners and primary teachers.

The London school board is discussing the question how much and what kind of religious instruction is to be given in the public schools. One point has been decided thus far. The religious exercises are not to be limited to a simple reading of the Bible, but the teachers are to make such explanation and comment as they think necessary without infringing upon any creed or sect. In other words, the matter is left almost entirely to the judgment of the individual teachers.

The annual contest of the Colorado State Oratorical Association was held last month at Denver. Denver university, Colorado college (Colorado Springs), and the University of Colorado (Boulder) were represented. Mr. Frank W. Woods, of Colorado college, was awarded the first prize, and will represent the state at the Inter state contest to be held at Columbus, Ohio. Colorado college furnished the state orator last year also.

A little Chelsea (Mass.) boy when asked to name three religions, surprised his teacher with the answer: "Baptist, Methodist, and Pugilist." This reminds us of a little girl in a Western town who thought that Catholics, Protestants, and Tariff Reformers formed the three principal branches of the Christian church.

Supt. Fitzpatrick, of Omaha, Neb., gives an interesting account of his visit to the Dwight school, Boston, Mass. He says:

"This is the most unique school in this country, so far as public schools

are concerned. For forty-five years the same man has been the principal of that school. Mr. J. F. Page is the man and he is an ancient velleum, a typical schoolmaster of the old regime. The singular thing about it is that notwithstanding his old-fashioned methods he has sent out from that school more bright and brainy men than any other public school of which I have any knowledge. I visited the school in company with Mr. Gove, superintendent of the schools of Denver, and he showed me his own record in the Dwight school made over forty years ago when he was a Boston school boy. It is a boys' school, for in Boston many of the public schools are exclusively for either boys or girls. The same old rigid rules regarding discipline and recitations are in vogue in the Dwight school that prevailed there forty years ago. We even found two boys up in the fourth story 'toeing a mark,' Mr. Gove remarked that he had toed that identical crack a good many times during his career in the Dwight school.

"That old schoolmaster has a way of instilling into the boys that come under his jurisdiction a species of manliness and self-reliance that is seldom met with in modern schools. He seems to violate every modern principle of school management, and yet the results that he reaches are of the very highest order. I never saw a finer eighth grade class than that which I saw in his school. They were rugged, manly boys who had reasons for everything they did, and were not afraid to speak right out when we asked them questions that might well have caused older heads to hesitate. It is indeed a marvelous school. There are over 3,600 graduates of the Dwight school scattered over the country."

A leading Catholic paper, the *New York Tablet*, lately contained a remarkably bold and clear article on the parochial school question. It said:

"The pretense of the enemies of our public schools that the school-room is a point of attack against the faith of Catholic children is preposterous, and is calculated to excite the indignation and resentment of non-Catholics who know it to be untrue. Neither is it true, as pretended, that there is any attempt made in the public schools to lead the young into indifference with regard to all religion, which is sure to end in infidelity. How, it may be asked, can the teaching of reading, writing, arithmetic, drawing, singing, and kindred branches taught in our public schools conduce to indifference to religion, or a loss of faith? Is there not quite as much danger incurred in learning any ordinary branch of business, or any of the mechanical trades?"

"Children attending the public schools have, besides, Saturdays and Sundays, and the hours not spent in the school-room, which may be devoted to religious instruction, if those whose duty it is to impart such instruction perform it."

"The separate education of the youth of the country tends to destroy the principle of homogeneity in our population, creates suspicion and distrust in its ranks, which is often perpetuated after the youth attains to manhood to the injury of the individual and the community."

"Nor should it be forgotten, in relation to this problem of education, that in the majority of localities parochial schools are an impossibility, owing to the fewness or poverty of the Catholic population, and that in no place are they equal to the public schools in efficiency. This is natural, as the state can furnish better equipments than can be secured by voluntary efforts. Hence, children educated in the public schools have an advantage over their rivals in beginning their life work, and can surmount its difficulties more readily."

In the report of the high school graduating exercises a mistake occurred in crediting Florence M. Stackpole with delivering an essay on "Wild and Domesticated Cats." Her essay was "Darkness Brings the Stars to View." —*Portland Oregonian*.

For Stomach

Bowel,
Liver Complaints, and
Headache, use

AYER'S CATHARTIC PILLS

They are purely
vegetable, sugar-coated,
speedily dissolved,
and easy to take.
Every dose

Effective

Pears' Soap

People have no idea how crude and cruel soap can be.

It takes off dirt. So far, so good; but what else does it do?

It cuts the skin and frets the under-skin; makes redness and roughness and leads to worse. Not soap, but the alkali in it.

Pears' Soap, has no free alkali in it. It neither reddens nor roughens the skin. It responds to water instantly; washes and rinses off in a twinkling; is as gentle as strong; and the after-effect is every way good.

All sorts of stores sell it, especially druggists; all sorts of people use it.

"Take Them Back"



Your
guarantee
ticket calls for
another pair free if the tips wear
out first.

THE
"KAYSER PATENT
FINGER TIPPED"
Silk Gloves
are all sold guaranteed.

If your dealer hasn't them, write to JULIUS KAYSER, New York; he will see that you get them.

New York City.



DR. J. GARDNER SMITH.

The board of education of this city are using every effort to promote physical training in the schools. No. 22 school is the first to have a complete gymnasium. Other schools are being supplied with movable apparatus and it is only a question of time when every school will have its gymnasium.

Dr. J. Gardner Smith is the director of physical culture. He is assisted by Dr. A. L. Barrett who is supervising the work in the down-town schools. Both of these gentlemen are graduates of the college of physicians and surgeons of

the city and are well acquainted with the modern systems of gymnastics. In the past the German system has been largely followed and has given satisfaction.

In June the children of the different schools will be examined as to the condition of the chest, lungs, limbs, etc. Their height is taken and their strength is properly tested. By this examination children with deformities or disease may be helped out of their trouble by special sets of exercises. In all the work recreation has been made a prominent feature.

We use the illustrations on this page by permission of the New York Sun.

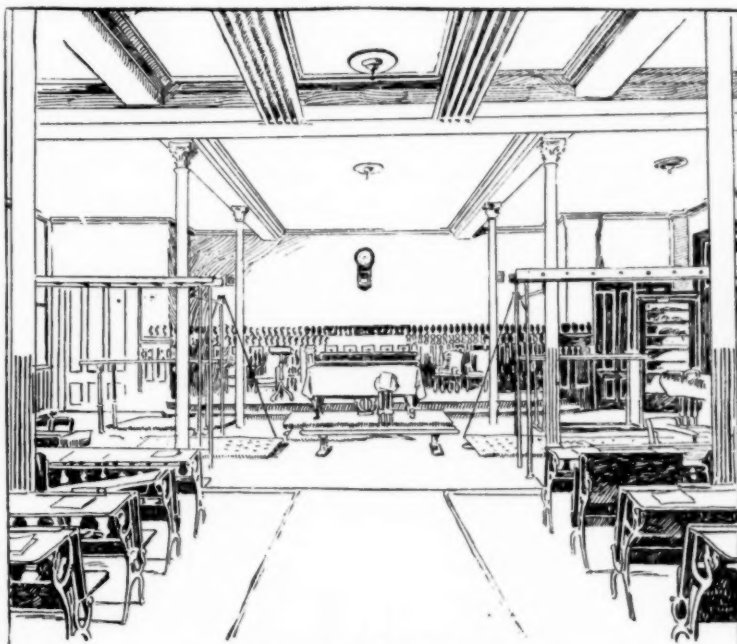
The kindergarten will soon be a part of the public school system of the city. Last week Supt. Jasper held the first examinations of candidates for positions as kindergartners. The board of education has appointed seven of the successful contestants. It is expected that the new kindergartens will be in working order by April 1. As the appropriation for the present year amounts to only \$5,000, it is not likely that more than ten kindergartens will be opened.

There is no color line in the New York city schools. In one school 30 per cent. of the pupils enrolled are colored and we have not heard of any complaint of conflicts between the two races. In Brooklyn, race prejudices have led to the establishment of separate

schools for colored children. Public sentiment has since undergone a complete change and it looks now as if these schools will soon be abolished and the color line wiped out forever. The American schools cannot afford to keep up race barriers. The sooner they are removed the better for the spirit and tone of the schools.

A Fine New Publishing House.

The new building of E. L. Kellogg & Co., publishers of THE SCHOOL JOURNAL, just completed, at No. 61 East Ninth street, is in many respects an ideal one for a publishing house. It has twenty-six feet front and ninety-two feet depth, and is substantially built of stone, brick, and terra-cotta, and is six stories high. The front of the basement and first story is Indiana limestone of a light gray buff tone; above this Perth Amboy mottled brick and terra cotta of a rich brown color is used. The main offices are on the second floor. The store occupies a room sixty feet long. The editorial rooms are on the third floor of the building in front. The subscription department is on the fifth floor, while the printing department occupies the front half of the sixth floor.—N. Y. Tribune.



GYMNASIUM IN NO. 22 SCHOOL.



Is your Grocer alive

to the interests of his customers—you in particular?

Did you ever reflect that it is the consumer who must do the work usually in all lines of progress?

Has it ever occurred to you that there must be a reason for the sales of CHOCOLAT MENIER aggregating **Thirty-three Million Pounds** per annum? Have you ever tried it? If not, why not? Possibly you did not know that COCOA and CHOCOLATE bear the same relation to each other as

Skimmed Milk to Pure Cream.

Send your address to MENIER, W. Broadway and Leonard St., N. Y. City, for sample and directions for a perfect cup of chocolate.

ASK YOUR GROCER FOR
CHOCOLAT MENIER
Annual Sales Exceed 33 MILLION LBS.
SAMPLE SENT FREE, MENIER, N.Y.

A modern instance

of fine brains and fine machinery getting together to produce the unexpected—is found in the new, quick-winding Waterbury, a watch with the best features of a high-cost timepiece, yet at only a fraction of the price.

It has a remarkably close adjustment and jeweled bearings—which make it an accurate time-keeper; while taste, elegance and genuineness are combined in its outward appearance.

It is handsome enough for Sunday and cheap enough for weekdays. May save banging your Sunday watch. Any jeweler will show you many styles of the new, quick-winding Waterbury. \$4 to \$15.

The Noblest Breakfast Food

ON EARTH!

THE MOST NOURISHING
THE MOST PALATABLE
THE EASIEST DIGESTED
THE QUICKEST COOKED

No one can legally use the term **HEALTH FOOD** unless authorized by us.

Unscrupulous imitators should be avoided.

...

26 CENTS.

All Grocers Sell it.

FREE Pamphlets
FREELY mailed to
all applicants.

Health Food Co.'s
Offices Everywhere.

Head Office,
61 5th Avenue, New York.

New England Office,
199 Fremont St., Boston.

Philadelphia Office,
632 Arch St.

Western Office,
1001 Wabash Ave., Chicago.

Charles De Silver & Sons, No. (G) 1102 Walnut St., Philadelphia
Publishers of Hamilton, Locke & Clark's "INTERLINEAR CLASSICS"

"We do admit to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.
Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers for examination, \$1.00.
Clark's Practical and Progressive Latin Grammar, adapted to the Interlinear Series of classics, and to all other systems. Price to teachers for examination, \$1.00.
Sargent's Standard Speakers, Frost's American Speaker, Pincock's School Histories, Lord's School Histories, Munroe's French Series, etc.

Sample pages of our Interlinears free. Send for terms and new catalogue of all our publications.

New Books.

The conceit of man sometimes leads him to believe that he does about all the farming that is of any value. How mistaken such a supposition is will be seen after a perusal of the charming book, by Selina Gaye, entitled *The World's Great Farm*. Compared with nature's operations, in preparing the ground and planting, man's is of small account. From the equator almost to the pole nature's work is going on with one ceaseless round. The rocks are broken up by the agencies of gases, water, frost, and heat, and the debris is carried from place to place by wind and water. The ground is ceaselessly plowed by earthworms. The economy of nature is great; rather than have no crop she will plant a poor one. Lichens, growing on the bare rock, by their decay allow the growth of more important crops. Then there is a world of interest in the ways in which nature sows her seed—by the aid of birds, animals, winds, and even the ocean waves; and in the numerous ways in which plants are fertilized, and the manner in which vegetation derives its nourishment from earth and air. If a person is not an enthusiastic student of botany this book ought to make him one—there is so much scientific knowledge presented in such a way as to interest the general reader. The volume has numerous handsome illustrations. (Macmillan & Co., New York)

The first of a New Testament series has recently appeared bearing the title, *The Gospel of Matthew in Greek*. It is edited by Alexander Kerr and Herbert Cushing Tolman, professors in the University of Wisconsin. In this volume the following are some of the features that serve to illustrate the peculiarity of the style of the first gospel. The indication by bold type in the text of those words which Matthew alone of the New Testament writers employs; the estimate of the frequency of the occurrence of every word in Matthew; the discussion concerning the original language of Matthew's Gospel with references to the Hebrew and Septuagint translation in all quotations from the Old Testament; the vocabulary restricted as far as possible to the use and meaning of each word in Matthew; the complete historical and geographical indexes, giving reference to all the places of the occurrence of every proper name. (Charles H. Kerr & Co., Chicago.)

It is deemed desirable in the learning of a language that the pupil shall put his grammatical knowledge into practice as soon as possible. In German, the need for an early and definitely progressive reading book, with a plentiful supply of parallel reading exercises has seemed to many especially marked. *Easy Stories and Exercises in German*, by A. A. David, B. A., assistant master at Bradfield college, is intended to supply such a need. The sense in the stories is connected and continuous; the grammatical stock in trade of the first chapter being used as a basis, with additions successively introduced that gradually increase the complication of the sentence. (Longmans, Green & Co., London and New York. 35 cents.)

Miss E. S. Kirkland who gave to the world those excellent books, *A Short History of England* and *A Short History of France*, has written in the same admirable style *A Short History of English Literature*. The latter subject is of such vast range that one in treating it is confronted with an embarrassment of riches. It requires wise selection and nice judgment to choose the material for such a book (for much must be omitted) and to apportion the space to be given to each; yet she has so performed her task that the book gives one a good idea of the relative importance of each in the great realm of English letters. She not only gives the biography and a critical estimate of each of the more prominent writers, but shows how the literature changed from time to time with the changing social and political conditions. The book has fine page illustrations of Chaucer, Spenser, Shakespeare, Bacon, Milton, Bunyan, and others. (A. C. McClurg & Co., Chicago. \$1.50.)

A wonderful impetus has been given in recent years to the study of civil government, and along with it there is naturally an increased interest in political parties. A book, small but comprehensive, entitled *A Brief History of Political Parties in the United States*, has appeared that is suitable for reading or study in schools by the history classes. The author is Dr. J. L. Pickard who has investigated the subject deeply and treated it impartially. There is a valuable chart giving facts concerning presidential elections. (Public-School Publishing Co., Bloomington, Ill. 25 cents.)

L'Arrabiata, one of the best works of the most artistic of the German novelists of to-day, Paul Heyse, has been published in Heath's Modern Language series. It is deemed pre-eminently suitable for students of German preparing for entrance to college. There are English notes and a German-English vocabulary prepared by Dr. Wilhelm Bernhardt. (D. C. Heath & Co., Boston. 25 cents.)

The great Beecher though dead yet speaketh, not only through the books he published when alive, but through words that are

being translated from time to time from the stenographic notes taken during his lectures and discourses in Plymouth church. To be sure we miss the marvelous music of his voice and the inspiration of his presence, but we can profit by his wonderful power of analysis, and his ready illustrations, while we are delighted by the simplicity and beauty of the style. In an octavo volume of 438 pages has just been issued Mr. Beecher's Sunday evening lectures, entitled *Bible Studies: A Series of Readings from Genesis to Ruth, with Familiar Comment*, edited, from unpublished stenographic notes of T. J. Ellinwood, by John R. Howard. The volume is prefaced with two newly-published sermons, on "The Inspiration of the Bible," and "How to Read the Bible." The uncommon common-sense, which so strongly characterized whatever Mr. Beecher said, is notably apparent in these two discourses. On the theory that this acute and philosophic age demands an idea of God that shall satisfy the God-given faculty of reason, he recognizes the imperfect human media through which the divine wisdom of the Hebrew scriptures was brought to man. Unquestionably, most readers will be surprised, first, at the admissions made by the lecturer as to the childlike simplicity and childish errors of these ancient chronicles, the limitations and crudeness of their ideas of God, the barbarity and savage cruelty of Israelitish warfare (with the absurdity of supposing it to have been commanded by God), and the low, immoral plane of life generally depicted by them; and then, on the other hand, at the shrewd sense with which he draws out the practical value of the books, their germs of great truths, and the foundation-stones which they have furnished for subsequent civilizations. Reasonable teachers of the Bible will welcome this candid examination and genuine upholding of the divine worth of Scriptures of the earliest Hebrew writers. (Fords, Howard, & Hulbert, New York. \$1.50.)

No 56 of the Riverside Literature series contains those noted efforts of Daniel Webster *The Bunker Hill Monument* oration and the one on *Adams and Jefferson*. No two selections in the whole range of our literature are more valuable for school reading than these; they are classic, and will continue for generations to educate young Americans in patriotism. They are preceded by a short sketch of Webster. (Houghton, Mifflin & Co., Boston. 15 cents.)

The attempt to lead young people to take pleasure in the best authors has called forth the publication of a series entitled *Leaflets from Standard Authors*. The one we have before us contains passages from that eminent historian Francis Parkman. They include his narratives of Montcalm, Wolfe, Champlain's fight with the Indians, Hennepin's picture of Niagara, parts of Montana, etc. These extracts are brilliant and fascinating specimens of prose style, and the boys and girls, once having tasted the delights of such literature will long for more. Such leaflets, spread far and wide, will become one of the most effectual antidotes for "trashy literature," and will work more good than any crusade against immoral books that may be started. (Little, Brown & Co., 254 Washington street, Boston. 50 cents.)

A complete set of copies from Ginn & Co.'s *Writing Books*, just received, contains a series of movements and exercises leading to the acquisition of a neat, legible hand and of learning to write with ease and rapidity. One of the most noticeable features, we observe about the system is the freedom from unnecessary flourishes which decrease the speed and often make the writing illegible; also the roundness of the letters and the gracefulness of the curves.

Every resident of the state of New York has reason to feel a pride in the school system that has grown up in the commonwealth. The foundation of this institution was not accomplished without much labor and self-sacrifice. In a little volume Andrew E. Schepmoes tells, briefly and pointedly, the story of the *Rise and Progress of the New York State School System*. (C. W. Bardeen, Syracuse, N. Y.)

Teachers who have classes beginning arithmetic will find a book constructed on philosophical principles in *Robinson's New Primary Arithmetic*. Its plan is to teach pupils to recognize numbers of objects, before they are required to represent numbers by words or figures. The plan of the natural system is carried out in this book by means of dots. The child is thus given an insight into the work that greatly accelerates his progress. (American Book Co., New York, Cincinnati and Chicago.)

THE SCHOOL JOURNAL is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, **THE PRIMARY SCHOOL JOURNAL** for Primary Teachers is \$1.00 a year. **THE TEACHERS' INSTITUTE** is published monthly, for those who do not care for a weekly, at \$1.25 a year. **EDUCATIONAL FOUNDATIONS** is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. **OUR TIMES** is a carefully edited paper of Current Events, and Dialogues and Recitations, at 50 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & CO., Educational Building, 61 East 9th St., New York.